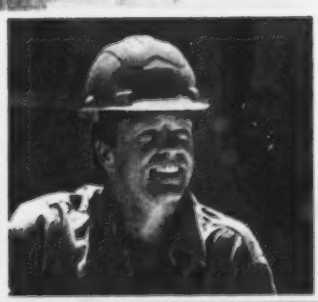
# Department of Education
# ANNUAL REPORT
# 2005-2006

Prince Edward Island
CANADA



Île-du-Prince-Édouard
CANADA

## Message From the Minister

## Message de la ministre

To the Honourable Barbara A. Hagerman
Lieutenant Governor
Province of Prince Edward Island

Your Honour:

As Minister of Education, it is my privilege to submit our Annual Report for the fiscal year ended March 31, 2006.

Respectfully submitted,

Présenté à l'honorable Barbara A. Hagerman
Lieutenante-gouverneure
de l'Île-du-Prince-Édouard

Votre Honneur,

En tant que ministre de l'Éducation, j'ai le privilège de soumettre notre rapport annuel pour l'année financière se terminant le 31 mars 2006.

Respectueusement soumis,

Mildred A. Dover
Minister of Education
Ministre de l'Éducation

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# Deputy Minister's Message

# Message de la sous-ministre

The Honourable Mildred A. Dover
Minister of Education
Province of Prince Edward Island
PO Box 2000
Charlottetown, PE C1A 7N8

L'honorable Mildred A. Dover
Ministre de l'Éducation
Province de l'Île-du-Prince-Édouard
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Honourable Minister:

It is a pleasure to present this annual report of the Department of Education for the fiscal year April 1, 2005 to March 31, 2006.

This was a particularly exciting year to be involved in education. During this time, we undertook a review of our public school system and invited public input. We invested in innovative post-secondary programs and infrastructure, and we began to develop a provincial strategy to increase literacy levels and learning opportunities for all Islanders.

Following the establishment of the Task Force on Student Achievement by Premier Binns in February 2005, the task force undertook extensive public consultations with educators, parents and citizens. In January 2006, the final report of the task force was released, along with government's initial response to the recommendations. Government identified five priority areas for improvement: early literacy and learning, curriculum and assessment, student engagement, parent involvement and leadership. In the spring budget, government announced new funding of $9 million over three years to support this work.

Madame la Ministre,

Je suis heureuse de vous présenter le rapport annuel du ministère de l'Éducation pour l'année financière qui a commencé le 1er avril 2005 pour se terminer le 31 mars 2006.

Ce fut une année particulièrement stimulante pour travailler en éducation. Au cours de cette période, nous avons procédé à la révision de notre système d'écoles publiques et, à cet égard, avons invité la population à nous faire connaître son point de vue. Nous avons investi dans des programmes et des infrastructures postsecondaires novateurs, et nous avons commencé à élaborer une stratégie provinciale visant à accroître les niveaux de littératie et les occasions d'apprentissage pour tous les Insulaires.

À la suite de sa création par le premier ministre Binns, en février 2005, le Groupe de travail sur le rendement scolaire, a tenu une série de consultations publiques qui réunissaient les éducateurs, les parents et la population. Le rapport final du groupe de travail a été publié en janvier 2006, ainsi que la réponse initiale du gouvernement aux recommandations. Le gouvernement a répertorié cinq secteurs d'amélioration prioritaires, soit : l'apprentissage précoce et la littératie, les programmes d'études et les évaluations, l'engagement des élèves, la participation des parents et le leadership. Dans son budget du printemps, le gouvernement a annoncé des fonds nouveaux d'une valeur de 9 millions de dollars échelonnés sur trois ans à l'appui de cette tâche.

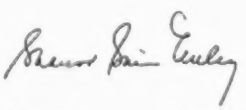
In October 2005, a planning model was introduced to improve the performance of schools. Through the new School Development process, schools develop three-year plans to improve in three areas: teaching and learning, the school environment and parent involvement. The model provides a consistent and timely process to address the recommendations of the task force and to support collaborative planning and evaluation among schools, the boards and the department.

We continued to support innovation in post-secondary programs, such as the new Holland College Applied Degree in Culinary Operations and the Diploma in Bioscience Technology. This year, ground was broken for the $32 million expansion of the Atlantic Veterinary College. The $8.5 million expansion of the Holland College Justice Institute was officially opened and construction began on the $7 million Centre for Labour Force Innovation at Holland College. Holland College piloted a new trades training/apprenticeship model for the Automotive Technology and Welding Fabrication programs.

The year was also exciting because during this time, we laid the groundwork for the development of a provincial strategy to increase literacy levels and encourage a learning culture in our province. Combined with the excellent initiatives taking place in our schools and workplaces, the strategy will result in opportunities to help Islanders reach their full potential and to strengthen our economy through a more skilled and educated workforce.

These accomplishments would not have been possible without the contributions of many dedicated staff and partners. We look forward to working with them to bring these exciting plans to fruition.

Sincerely,



Shauna Sullivan Curley, Q.C.
Deputy Minister of Education

En octobre 2005, un modèle de planification a été instauré dans le but d'améliorer le rendement des écoles. Dans le cadre du nouveau Processus de développement des écoles, celles-ci dressent des plans triennaux d'amélioration dans trois secteurs : l'enseignement et l'apprentissage, l'environnement scolaire et la participation parentale. Le modèle constitue une méthode cohérente et opportune pour donner suite aux recommandations du groupe de travail et appuyer une planification et une évaluation concertées de la part des écoles, des commissions scolaires et du ministère.

Nous avons continué d'appuyer l'innovation dans les programmes postsecondaires, tels que les nouveaux diplômes dispensés par le Collège Holland en études appliquées des opérations culinaires et en technologie des sciences biologiques. Cette année, nous avons commencé le creusage pour les travaux d'agrandissement de 32 millions de dollars au Collège vétérinaire de l'Atlantique. L'agrandissement de 8,5 millions à la Justice Institute du Collège Holland a été officiellement ouvert et la construction du Centre for Labour Force Innovation de 7 millions, toujours du Collège Holland, a commencé. Le Collège Holland a mis à l'essai deux nouveaux modèles de formation en métiers/d'apprentissage pour les programmes de technologie de l'automobile et de soudage et fabrication.

L'année a également été stimulante parce que nous avons préparé l'élaboration d'une stratégie provinciale visant à accroître les niveaux de littératie et à favoriser l'adoption d'une culture d'apprentissage dans notre province. La stratégie, conjuguée aux excellentes initiatives qui sont mises en place dans nos écoles et nos milieux de travail, donnera aux Insulaires des occasions de se réaliser pleinement et de renforcer notre économie grâce à une main-d'œuvre qualifiée et instruite.

De telles réalisations n'auraient pas été possibles sans la contribution du personnel et de nombreux partenaires dévoués. Nous nous réjouissons à l'avance de travailler avec eux à la concrétisation de projets passionnants.

Veuillez agréer, Madame la Ministre, l'expression de mes sentiments dévoués.

Shauna Sullivan Curley, c.r.
La sous-ministre de l'Éducation,

# Year in Review

The Department of Education ensures equitable opportunities for learning in Prince Edward Island, from early childhood to adulthood. During the fiscal year 2005-2006, the department developed policy and administered funding of $226.3 million to support learning.

| Education Budget 2005-2006 | |
|---|---|
| Kindergarten | $3.1 M |
| School boards | $147.5 M |
| School construction | $3.3 M |
| Post-secondary | $59.1 M |
| Department of Education | $13.3 M |
| **Total** | **$226.3 M** |

## *Early Learning*

There were 1,409 children enrolled in 89 kindergarten programs this year. The Department of Education provided funding of $3.1 million to administer the kindergarten program, develop kindergarten curricula and provide training and resources to educators.

Department staff worked with early childhood educators to develop a progress report for parents. Similar to a school report card, the progress report indicates how the child is progressing in many areas of development, including literacy and numeracy.

A new French kindergarten specialist was hired in October 2005 to support curriculum implementation by 13 educators in six French First Language and four French Immersion kindergarten programs.

Kindergarten staff, in partnership with Department of Social Services and Seniors, the Early Childhood Development Association and other professionals, began to develop a collaborative approach to support early learning programs, enhance services for children with special needs, and promote learning about early childhood.

Department of Education staff initiated the development of new policy to improve the kindergarten funding model and to increase the minimum length of the kindergarten year.

## *Elementary and Secondary Learning*

School boards received operational funding of $147.5 million in 2005-2006, up $3 million from the previous year.

Enrolment in the three school boards was 22,138, down slightly from 22,561 in 2004-2005.

In 2005-2006, the average class size in PEI was 19 in grades 1 to 3; 22 in grades 4 to 6; and 25 in grades 7 to 9. The student-educator ratio decreased from 17 to 1 in 1997 and to 15 to 1 in 2004. This is lower than the Canadian average of 16 to 1. These improvements are the result of declining enrolments and the provincial government's commitment to maintain and increase teaching positions even as enrolments decline.

Over 170 new teachers and administrators were welcomed to new positions in the public education system, as a result of employees leaving the school system under the Workforce Renewal Program.

One of the major highlights of the year was the work of the Premier's Task Force on Student Achievement. The task force was established by Premier Pat Binns in February 2005. Its mandate was to review research, consult with the public and recommend ways to improve student achievement in Prince Edward Island.

*Dr. Richard Kurial, chair of the Task Force on Student Achievement, highlights the recommendations of the task force report at a news conference in January 2006. Looking on are Premier Pat Binns, Education Minister Mildred Dover, and task force members Dr. Alex (Sandy) MacDonald and Rob MacDonald.*

The task force included a diverse group of educators and community members including: Dr. Richard Kurial, Chair; Zain Esseghaier; Maurice Poirier (to December 2005); Dr. Alex (Sandy) MacDonald; Ken Gunn; Gary Doucette; B.J. Willis; Rob MacDonald; Beth Cullen; Kim Horrelt; Steve Loggie; Justin MacLeod and George Morrison; ex-officio: Shauna Sullivan Curley and Linda Lowther.

In May 2005, the task force held public consultations in Montague, Charlottetown, Summerside and Elmsdale. Additional sessions were held for individuals and groups wishing to make presentations to the task force. More than 600 people attended consultations or provided submissions.

The task force released its final report in January 2006. The report contained 20 recommendations in areas such as curriculum and assessment, early literacy, general programs, student engagement, parent involvement and leadership.

In the spring 2006 budget, the provincial government committed $9 million over a three-year period to assist with the implementation of the task force recommendations. Department of Education staff were then asked to develop a multi-year plan to support this work.

Another major highlight of the year was the development and introduction of a new School Development Planning model. The model will provide a collaborative approach to planning among the Department of Education, the school boards and schools. Planning teams set goals to improve in three areas: teaching and learning, the school environment and parent involvement. The model was piloted by 10 schools this year. Resources were provided by the department and boards to develop parent, teacher and student surveys which help schools to monitor their progress throughout the three-year planning cycle.

Significant progress continues to be made in curriculum development. New science curriculum is in the final year of implementation. New initiatives were introduced to improve the literacy skills of intermediate school students and to improve reading strategies and comprehension among students in grades 4 to 6. Health curriculum is being updated. Plans are in place to upgrade social studies and trades curriculum.

Funding of $45,000 was provided for 13 new *ArtsSmarts* projects at Spring Park Elementary School, École Évangéline, Elm Street Elementary School, Sherwood Elementary School, Stonepark Intermediate School, Eastern Kings Consolidated School, West Royalty Elementary School, Fortune Consolidated School, East Wiltshire Intermediate School and Donagh Regional School. The *ArtsSmarts* program supports students to learn core subjects using music, drama, dance and the visual arts.

A family literacy initiative, *PEI Reads*, was developed by the Department of Education, the Provincial Library Service, the PEI Home and School Federation and the PEI Literacy Alliance. Through the campaign, all parents of children in grades 1 to 3 received a parent guide on how to help children learn to read and love reading. Library cards were given to all 4,600 children and a media awareness campaign was launched to encourage Island families to read together. Parent information sessions and family story nights were hosted. A website was also launched to make information on early literacy accessible to all parents.

The results of the national Student Achievement Indicators Program (SAIP) Science III assessment were released in the fall of 2005. This is a national assessment to test science knowledge and skills of 13-year-old and 16-year-old students. PEI students performed slightly lower than the national average and national expectations.

A provincial advisory committee was established to oversee the implementation of the learning disabilities strategy which focuses on a co-ordinated provincial approach, early identification and interventions, and increased capacity to improve outcomes for students with learning disabilities. A Learning Disabilities Specialist was hired this year to lead the implementation of the strategy.

Planning began for the construction of a new French school in West Prince and a new gymnasium at Parkside Elementary School in Summerside.

School trustee elections were held Monday, May 30, 2005. Twenty-nine trustees were elected or acclaimed to the three school boards.

## *Higher Education, Training and Adult Learning*

There were approximately 5,500 full-time students enrolled at UPEI, Holland College and La Société éducative de l'Î.-P.-É. this year. The province invested more than $59 million in higher education, training and adult learning programs, of which UPEI received $31.6 million, Holland College received $16.1 million, and La Société éducative de l'Î.-P.-É. received $495,000. UPEI received a $1 million increase in base funding and Holland College received a $500,000 increase in base funding this year.

A groundbreaking ceremony was held in September 2005 for a $32 million expansion of the Atlantic Veterinary College. This will begin with the construction of a 57,000 square-foot Bioresource Research Complex that will house a Lobster Science Centre, the Atlantic Centre for Comparative Biomedical Research and the AVC Centre for Aquatic Health Sciences.

A $6.9 million renovation of the Duffy Science Centre, completed this year, will enhance teaching and learning in biology, physics and other sciences. The renovation resulted in modern open-concept research laboratories, improved teaching labs and classrooms, more access to technology and theme oriented areas, and substantial remodeling of the original building.

*At the official re-opening of the Duffy Sciences Centre are from left UPEI President Wade MacLauchlan, Joan Duffy, Education Minister Mildred Dover, Dr. Regis Duffy, and Dean of Science Dr. Roger Gordon.*

Holland College officially opened the expansion of the Atlantic Police Academy with provincial government funding of $8.5 million. A new student residence, Glendenning Hall, was also opened, and construction continued on the $7 million Centre for Labour Force Innovation at Holland College. This 38,000 square-foot facility will offer training in bioscience technologies, programming for people preparing to enter or re-enter the labour force, a central location for research and development, and a learning hub to help industry develop employee skills.

A report released by the Maritime Provinces Higher Education Commission in November 2005, indicated that, between 1995 and 2002, gross domestic expenditures on research and development in PEI increased from $19 million to $33 million. The largest growth was experienced by the higher education sector where per-capita expenditures increased from $12 in 1995 to $90 in 2002, an increase of 624 per cent. Prince Edward Island's growth in this area outpaced each Atlantic province. It was also much higher than the national growth rate of 88 per cent.

A new federal-provincial agreement was signed in April 2005 to allow international students to work off campus for up to 20 hours per week during the school year. They may also work full-time during study breaks and for two years following graduation. This agreement will enable international students to help pay for their education and become more involved in the Island community.

Provincial government funding of $6.6 million was used to provide provincial student loans to 1,890 students. An additional $1.6 million was made available to help 436 students reduce their student debt, an increase of 20 per cent over the previous year. There were 1,185 students who received the Island Student Award of $600. Funding of $156,931 was provided to 392 students through the Community Service Bursary program which rewards high school students who do volunteer work with post-secondary education tuition credits.

During the year, 75 tradespeople received certification in the trades. There were 160 new apprentices registered this year, bringing the total number of active apprentices in the province to 612.

Over 900 Islanders were enrolled in adult basic education programs at Holland College, 197 adults were involved in workplace learning programs offered by Workplace Education PEI, and 224 adult Islanders received their GEDs.

The International Adult Literacy and Skills Survey (IALSS) was released in November 2005. The study showed that adult literacy skills in Prince Edward Island are similar to the Canadian average with 19 per cent of respondents aged 16 to 65 at levels four and five which are the highest levels. This is two per cent higher than the Atlantic average of 17 per cent and the same as the Canadian average.

Thirty-eight per cent of participants aged 16 to 65 have level three literacy skills which is similar to both Canada and the Atlantic region. Finally, 43 per cent of Islanders age 16 to 65 have level one and two skills which are the lowest levels. This is two per cent lower than Atlantic Canada and six per cent lower than Canada.

A substantial amount of work was done during the year to develop a provincial Literacy and Learning Strategy that will increase provincial literacy levels and create a culture of learning in the province.

# Revue de l'année

Le ministère de l'Éducation veille à ce que des occasions d'apprentissage équitables soient mis à la disposition de tous les Insulaires, depuis la petite enfance jusqu'à l'âge adulte. Au cours de l'année financière 2005-2006, le ministère a élaboré des politiques et a géré le financement de 226,3 millions de dollars à l'appui de l'apprentissage.

| Budget du ministère de l'Éducation 2005-2006 | |
|---|---|
| Maternelle | 3,1 M$ |
| Commissions scolaires | 147,5 M$ |
| Construction d'écoles | 3,3 M$ |
| Postsecondaire | 59,1 M$ |
| Ministère de l'Éducation | 13,3 M$ |
| **Total** | **226,3 M$** |

## *Apprentissage chez les jeunes enfants*

Cette année, 1,409 enfants étaient inscrits dans 89 programmes de maternelle. Le ministère de l'Éducation a consacré 3,1 millions de dollars à l'administration du programme de la maternelle, à l'élaboration des programmes d'études, à la formation des éducateurs et à la fourniture des ressources qui leur sont destinées.

Le personnel du ministère a travaillé avec les éducateurs de la petite enfance à l'élaboration d'un rapport d'activités à l'intention des parents. À l'instar d'un bulletin scolaire, le rapport d'activités présente un compte rendu des progrès faits par l'enfant dans de nombreux secteurs de développement, y compris la littératie et la numératie.

Une nouvelle spécialiste des maternelles françaises a été embauchée en octobre 2005 afin d'aider à la mise en œuvre du programme d'études par 13 éducateurs dans six programmes de maternelle française et de quatre programmes de maternelle en immersion française.

Le personnel des maternelles, en partenariat avec le ministère des Services sociaux et des Aînés, l'Association pour le développement de la petite enfance et d'autres professionnels, a commencé à élaborer une approche concertée en vue de soutenir les programmes d'apprentissage chez les jeunes enfants, d'améliorer les services destinés aux enfants à besoins spéciaux et de promouvoir l'apprentissage en matière de petite enfance.

Le personnel du ministère de l'Éducation a commencé à élaborer une nouvelle politique en vue d'améliorer le modèle de financement des maternelles et d'accroître la durée minimale de l'année scolaire des maternelles.

## *Apprentissage à l'élémentaire et au secondaire*

Les commissions scolaires ont reçu 147 millions de dollars pour leur fonctionnement en 2005-2006, soit une augmentation de 3 millions par rapport à l'année précédente.

Il y a eu 22 138 inscriptions dans les trois commissions scolaires, ce qui représente une légère diminution par rapport aux 22 561 inscriptions en 2004-2005.

En 2005-2006, à l'Île-du-Prince-Édouard, une classe moyenne comptait 19 élèves en 1re, 2e et 3e année, 22 élèves en 4e, 5e et 6e année et 25 élèves en 7e, 8e et 9e année. Le rapport élèves-enseignant a diminué, passant de 17 à 1 en 1997 à 15 à 1 en 2004. Ce rapport est inférieur à la moyenne canadienne de 16 à 1. De telles améliorations sont le résultat de la diminution des inscriptions et de l'engagement du gouvernement provincial de maintenir et d'accroître le nombre de postes d'enseignant même si les inscriptions diminuent.

Plus de 170 nouveaux enseignants et administrateurs ont investi des postes du système d'éducation publique par suite du départ d'employés dans le cadre du Programme de renouvellement de la main-d'œuvre.

Les activités du Groupe de travail du premier ministre sur le rendement scolaire comptent parmi les points saillants de l'année. Le Groupe de travail a été créé par le premier ministre Pat Binns en février 2005. Il avait pour mandat d'étudier les recherches, de consulter la population et de recommander des façons d'améliorer le rendement scolaire à l'Île-du-Prince-Édouard.

Le Groupe de travail est constitué de différents intervenants œuvrant en éducation et de membres de la collectivité, soit : Richard Kurial, président; Zain Esseghaier; Maurice Poirier (jusqu'en décembre 2005); Alex (Sandy) MacDonald; Ken Gunn; Gary Doucette; B.J. Willis; Rob MacDonald; Beth Cullen; Kim Horrelt; Steve Loggie; Justin MacLeod et George Morrison; ainsi que les membres d'office, Shauna Sullivan Curley et Linda Lowther.

*Dr Richard Kurial, président du Groupe de travail sur le rendement scolaire, met en évidence les recommandations du rapport du groupe de travail lors d'une conférence de presse en janvier 2006. On voit le premier ministre, Pat Binns; la ministre de l'Éducation, Mildred Dover et deux membres du groupe de travail, soit Dr Alex (Sandy) MacDonald et Rob MacDonald.*

En mai 2005, le Groupe de travail a organisé des consultations publiques à Montague, à Charlottetown, à Summerside et à Elmsdale. Des séances supplémentaires ont été tenues pour permettre aux personnes et aux groupes qui en avaient manifesté l'intérêt de témoigner devant le Groupe de travail. Plus de 600 personnes ont assisté aux audiences ou y ont fait une présentation.

Le Groupe de travail a publié son rapport final en janvier 2006. Le rapport renferme 20 recommandations qui touchent des secteurs comme les programmes d'études et les évaluations, l'apprentissage précoce, les programmes généraux, l'engagement des élèves, la participation des parents et le leadership.

Dans le budget du printemps 2006, le gouvernement provincial s'est engagé à verser 9 millions de dollars sur une période de trois ans pour donner suite aux recommandations du Groupe de travail. Le personnel du ministère de l'Éducation a alors été chargé d'élaborer un plan pluriannuel à l'appui de cette tâche.

Un autre fait saillant, cette année, a été la mise au point et le lancement d'un nouveau modèle de planification du développement des écoles. Le modèle prévoit une approche qui favorise la collaboration en matière de planification entre le ministère de l'Éducation, les commissions scolaires et les écoles. Les équipes de planification fixent des objectifs d'amélioration dans trois secteurs : l'enseignement et l'apprentissage, l'environnement scolaire et la participation des parents. Le modèle a été mis à l'essai dans dix écoles, cette année. Des ressources ont été fournies par le ministère et les commissions scolaires pour élaborer des enquêtes destinées aux parents, aux enseignants et aux élèves dans le but d'aider les écoles à suivre leurs progrès tout au long de la période de planification triennale.

D'importants progrès continuent à se faire dans l'élaboration des programmes d'études. Le nouveau programme de sciences en est à sa dernière année de mise en œuvre. De nouvelles initiatives ont été lancées en vue d'améliorer les compétences en lecture des élèves des écoles intermédiaires et d'améliorer les stratégies de lecture et de compréhension de la lecture chez les élèves de 4$^{e}$, 5$^{e}$ et 6$^{e}$ année. Le programme d'études en santé est en train d'être mis à jour. Des plans sont dressés pour améliorer les sciences humaines et le programme de formation aux métiers.

La somme de 45 000 $ a été consacrée à 13 nouveaux projets du programme GénieArts à l'école élémentaire Spring Park, à l'École Évangéline, à l'école élémentaire Elm Street, à l'école élémentaire de Sherwood, à l'école intermédiaire Stonepark, à l'école régionale de Kings-Est, à l'école élémentaire de West Royalty, à l'école régionale de Fortune, à l'école intermédiaire d'East Wiltshire et à l'école régionale de Donagh. Le programme GénieArts aide les élèves à apprendre les sujets de base à l'aide de la musique, du théâtre, de la danse et des arts visuels.

Une nouvelle initiative de littératie familiale, *PEI Reads*, a été mise au point par le ministère de l'Éducation, le Service des bibliothèques publiques, la Fédération foyer-école de l'Î.-P.-É. et la PEI Literacy Alliance. Dans le cadre de la campagne, tous les parents des élèves de 1$^{re}$, 2$^{e}$ et 3$^{e}$ année ont reçu un guide conçu pour aider les enfants à apprendre à lire et à aimer la lecture; les 4 600 enfants ont reçu une carte de bibliothèque; et une campagne de sensibilisation à la lecture en famille a été lancée afin d'inciter les familles de l'Île à lire ensemble. Des séances d'information à l'intention des parents et des soirées de lecture familiales ont été organisées. Un site Web a été créé afin de mettre l'information sur l'alphabétisation précoce à la portée de tous les parents.

Les résultats de la troisième édition de l'évaluation en sciences du Programme d'indicateurs du rendement scolaire (PIRS) ont été publiés à l'automne 2005. Le PIRS est une évaluation pancanadienne des connaissances et habiletés scientifiques des élèves de 13 et 16 ans. Les élèves de l'Île-du-Prince-Édouard ont obtenu des résultats légèrement inférieurs à la moyenne et aux attentes nationales.

Un comité consultatif provincial a été chargé de surveiller la mise en œuvre de la stratégie relative aux troubles d'apprentissage. La stratégie, qui est axée sur une approche concertée à l'échelle provinciale, vise l'identification et l'intervention précoces ainsi qu'une capacité accrue d'améliorer les résultats des élèves ayant des troubles d'apprentissages. Une nouvelle spécialiste des troubles d'apprentissage a été embauchée cette année pour s'occuper de la mise en œuvre de la stratégie.

La planification des travaux de construction d'une nouvelle école française dans Prince-Ouest et d'un nouveau gymnase à l'école élémentaire Parkside à Summerside a commencé.

Les élections des conseillers scolaires ont eu lieu le lundi 30 mai 2005. Vingt-neuf conseillers ont été élus au scrutin ou par acclamation dans les trois commissions scolaires.

## *Enseignement supérieur, formation et apprentissage des adultes*

Cette année, quelque 5 500 étudiants étaient inscrits à plein temps à l'Université de l'Île-du-Prince-Édouard (U.Î.-P.-É.), au Collège Holland et à La Société éducative de l'Î.-P.-É. La province a investi plus de 59 millions de dollars dans les programmes d'enseignement supérieur, de formation et d'apprentissage des adultes, dont 31,6 millions à l'U.Î.-P.-É., 16,1 millions au Collège Holland et 495 000 $ à La Société éducative de l'Î.-P.-É. La province a augmenté le financement de base de l'U.Î.-P.-É. et du Collège Holland, qui ont reçu respectivement 1 million de dollars et 500 000 $ de plus à ce titre, cette année.

Une cérémonie d'inauguration des travaux pour l'agrandissement de 32 millions de dollars au Collège vétérinaire de l'Atlantique s'est tenue en septembre 2005. Les travaux commenceront par la construction du Bioresource Research Complex de 57 000 pieds carrés. Le complexe abritera le Lobster Science Centre, l'Atlantic Centre for Comparative Biomedical Research et le Centre CVA pour les sciences de la santé aquatique.

*Présents lors de la réouverture officielle du Duffy Sciences Centre sont de gauche à droite Wade MacLauchlan, recteur de l'Université de l'Île-du-Prince-Édouard; Joan Duffy; Mildred Dover, ministre de l'Éducation; Dr Regis Duffy et Doyen des sciences Dr Roger Gordon.*

Les travaux de rénovation de 6,9 millions de dollars apportés cette année au centre des sciences Duffy permettront d'améliorer l'enseignement et l'apprentissage de la biologie, de la physique et d'autres sciences. L'immeuble original a été grandement remanié et est maintenant doté de laboratoires de recherche modernes aménagés en espaces ouverts, de salles de classe et de laboratoires d'enseignement améliorés ainsi que d'un accès amélioré aux secteurs technologiques et thématiques.

Le Collège Holland a officiellement ouvert l'agrandissement à l'Académie de police de l'Atlantique grâce au financement de 8,5 millions accordé par le gouvernement provincial. Une nouvelle résidence pour les étudiants, Glendenning Hall, a également ouvert ses portes, et les travaux de construction se sont poursuivis sur le Centre for Labour Force Innovation du Collège Holland de 7 millions. L'établissement de 38 000 pieds carrés offrira de la formation en technologies des sciences biologiques, des programmes pour les gens qui réintègrent le marché du travail, un endroit central pour la recherche-développement et un centre d'apprentissage pour aider l'industrie à perfectionner les compétences des employés.

Selon un rapport publié par la Commission de l'enseignement supérieur des provinces Maritimes en novembre 2005, les dépenses des secteurs privés et publics en recherche et développement ont augmenté à l'Île-du-Prince-Édouard entre 1995 et 2002, passant de 13 millions à 33 millions de dollars. L'augmentation la plus importante a été vue dans le secteur de l'enseignement supérieur où les dépenses par personne sont passées de 12 $ en 1995 à 90 $ en 2002, soit une augmentation de 624 p. 100. La croissance de ce secteur à l'Île-du-Prince-Édouard a dépassé celle de chaque province de l'Atlantique, et était de beaucoup supérieure au taux de croissance national de 88 p. 100.

Une nouvelle entente fédérale-provinciale sur le travail hors campus des étudiants internationaux a été signée en avril 2005 en vue de permettre à ces étudiants de travailler à l'extérieur du campus jusqu'à concurrence de 20 heures par semaine durant l'année scolaire. Ils peuvent également travailler à plein temps durant les congés d'études et pendant deux ans après l'obtention de leur diplôme. L'entente permettra aux étudiants internationaux de s'acquitter d'une partie des dépenses liées à leurs études et de mieux s'intégrer dans la communauté de l'Île.

Grâce à un financement de 6,6 millions de dollars, le gouvernement provincial a accordé de l'aide financière sous forme de prêts à 1 890 étudiants. En outre, 1,6 million a été mis à la disposition de 436 étudiants pour les aider à réduire leur dette d'études, soit une augmentation de 20 p. 100 par rapport à l'année précédente. Mille cent quatre-vingt-cinq étudiants ont reçu une bourse d'études de l'Île de 600 $. Un financement de 156 931 $ a été accordé à 392 étudiants par l'entremise du programme de bourses de service communautaire. Au titre de ce programme, on crédite aux élèves du secondaire un certain montant pour chaque heure de bénévolat qu'ils font, ce qui sera défalqué de leurs frais de scolarité lorsqu'ils feront leurs études postsecondaires.

Cette année, 75 ouvriers qualifiés ont reçu leur certification de compétence professionnelle. Il y a eu, en outre, 160 nouveaux apprentis inscrits, ce qui a porté le nombre d'apprentis actifs à 612 en tout dans la province.

Plus de 900 Insulaires étaient inscrits dans des programmes de formation de base des adultes au Collège Holland; 197 adultes ont suivi une formation offerte dans le cadre du Programme de formation en milieu de travail de l'Î.-P.-É. et 224 Insulaires adultes ont reçu leur diplôme de formation générale.

Les résultats de l'Enquête internationale sur la littératie et les compétences des adultes (EILCA) ont été publiés en novembre 2005. L'étude a révélé que les compétences des adultes en matière de littératie à l'Île-du-Prince-Édouard sont à peu près les mêmes que la moyenne canadienne avec 19 p. 100 des répondants âgés de 16 à 65 ans se sont classés aux niveaux 4 et 5, soit les niveaux les plus élevés. Cela représente 2 p. 100 de plus que la moyenne des provinces de l'Atlantique qui est de 19 p. 100. Trente-huit pour cent des participants âgés de 16 à 65 ans se sont classés au niveau 3 pour les compétences en littératie, des résultats similaires à ceux du Canada et de la région atlantique. Enfin, 43 p. 100 des Insulaires âgés de 16 à 65 ans ont des compétences de niveaux 1 et 2, qui sont les niveaux les plus bas. Cela représente 2 p. 100 de moins que le Canada atlantique et 6 p. 100 de moins que le Canada.

Une somme de travail considérable a été abattue au cours de l'année afin de mettre au point une stratégie provinciale qui vise à accroître les niveaux de littératie et à créer une culture d'apprentissage dans la province.

# Department of Education Strategic Plan

## Vision, Mission, Principles and Goals

### *Vision Statement*

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education is the leader in ensuring equitable opportunities for lifelong learning. We work with individuals, communities and other partners to enable them to value the past, embrace the present and shape the future.

### *Mission Statement*

The mission of the Department of Education is to make its vision a reality by providing leadership in the pursuit of excellence, and by creating effective learning opportunities for all. Specifically, the Department of Education is responsible for acceptable results in the following areas:

- quality of legislation, regulation and policies for public education, continuing education and training;
- quality of programs and services for public education, continuing education and training;
- public and client satisfaction with the department's programs and services;
- accessibility and equity of programs and services; and
- employee satisfaction.

### *Guiding Principles*

The Department of Education is responsible for ensuring equitable learning opportunities for lifelong learning in Prince Edward Island.

Values, beliefs and principles are the foundation for leadership and decision-making within the organization. The Department of Education believes that an informed and knowledgeable citizen is critical for a vibrant, democratic society.

**We value:**

- our human resources,
- public service,
- timely and relevant communication,
- innovation and creativity,
- delivery of high-quality services, and
- honesty and respect.

**We believe that:**

- responsibility for learning is shared among individuals, families and communities;
- everyone has the right to learn;
- learning occurs in many different ways, in many different places and at many different ages; and
- all learners have the right to access learning opportunities to enable them to reach their potential.

## *Organizational Principles*

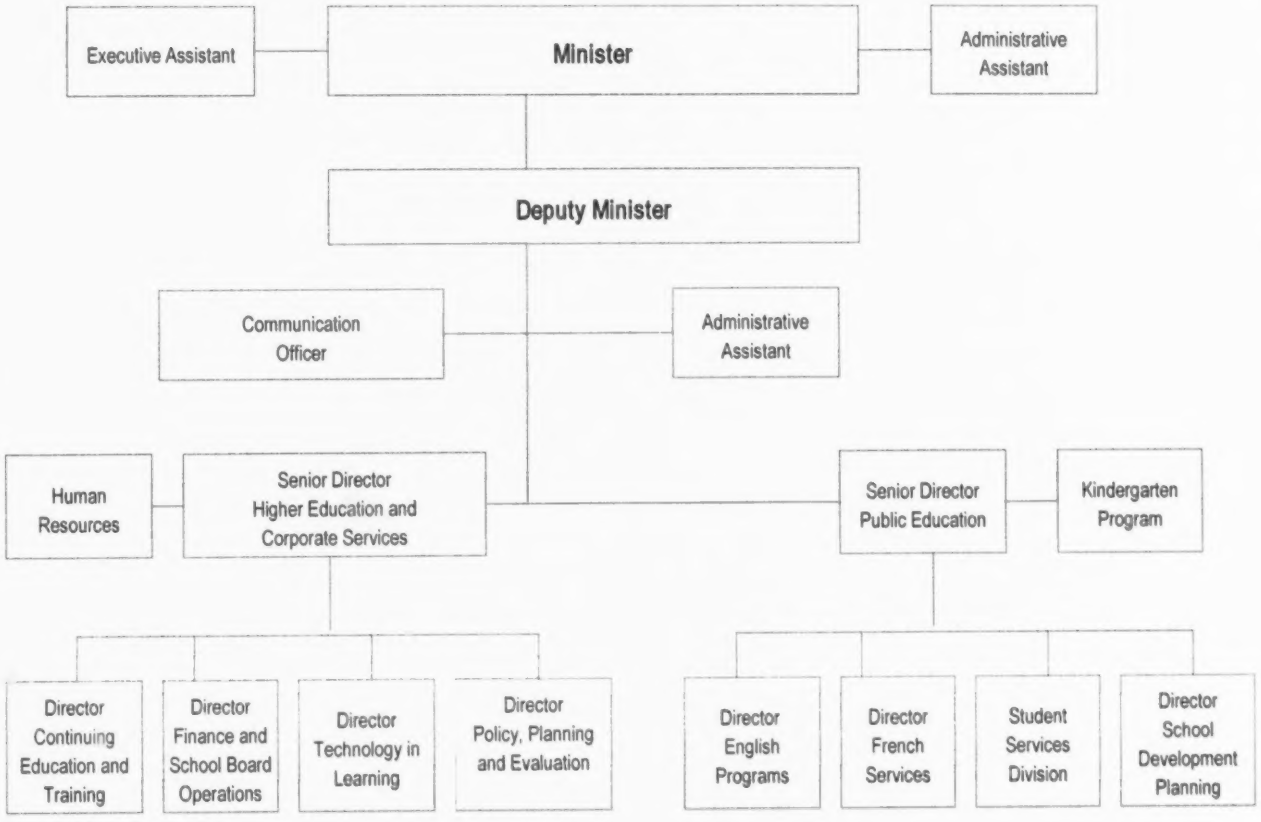
Our values and beliefs are reflected in organizational principles which are vital to a healthy work environment.

- The mission statement for the Department of Education will form the basis for decision-making.
- The divisional and sectional roles and responsibilities must be clearly reflective of the department's vision, mission, values and beliefs.
- The roles and responsibilities of individuals in the department will be clearly defined.
- The accountability framework for the department will include a monitoring system for measuring results.
- A good communication plan is essential for a well-functioning workplace. It must include timely information, flowing across the organization.
- Every individual in the department recognizes the value of teamwork, and will be encouraged to take advantage of opportunities for working together. Co-operation means respect for others. The department will promote an atmosphere for the creative exchange of information and ideas.
- Staff initiative and empowerment to complete the job at hand is critical for success. The department will provide training and professional development opportunities for staff to develop their skills and abilities.
- Co-operation among partners in education is fundamental to the success of our mission.

**Goals of Department of Education**

- Improve lifelong learning outcomes in PEI
- Increase public and client satisfaction with department programs and services
- Improve employee satisfaction
- Improve collaboration with and influence on education partners, departments, governments and institutions who have an impact on our clients
- Improve accountability

# Department of Education
# Organization Chart
# 2005-2006



# Minister's Roles and Responsibilities

### *The minister shall:*

- define the goals, standards, guidelines, policies and priorities applicable to the provision of education in Prince Edward Island;
- research and assess changing needs, trends and approaches in education and develop and implement strategic plans;
- provide leadership and co-ordination in developing curriculum, defining curriculum, articulating curriculum standards and assessing and evaluating programs at each level;
- establish expected outcomes and standards of performance and assess the extent to which outcomes are achieved and standards are met;
- establish policies for the provision of special education services;
- establish rules respecting the granting of credits, provincial certificates and diplomas;
- establish the school calendar in accordance with the regulations; and
- establish an accountability framework for the school system.

### *The minister may:*

- approve and establish courses of study, including the amount of instructional time;
- approve educational programs and instructional material for use in the schools and educational resource materials in support of educational programs;
- prohibit, where the minister considers it necessary, the use of educational programs or instructional materials in schools;
- approve the conduct of pilot, experimental or local programs in schools;
- establish such policies respecting educational services as the minister considers necessary;
- establish policies respecting the assessment and evaluation of students;
- establish classes and categories of instructional licences and authorizations to substitute for teachers;
- determine the number and type of positions in each school board; and
- take such action as the minister may consider necessary for the purpose of carrying out the minister's powers, responsibilities or functions under the *School Act*.

# Deputy Minister's Roles and Responsibilities

The Deputy Minister of Education is responsible to the Premier and to the Minister of Education and is a member of the senior management team within government. As the senior public service employee in the department, the deputy minister is responsible for leadership in promoting lifelong learning by achieving acceptable results in:

- quality of legislation, regulation and its enforcement for all acts assigned to the department;
- quality of programs and services in public education, continuing education and training;
- quality of policies in public education, continuing education and training;
- public satisfaction with the department's performance;
- client satisfaction with the department's programs and services;
- quality of educational and other departmental outcomes;
- impact of the department's programs and services on educational, economic, social and cultural outcomes;
- cost effectiveness of the department's programs and services and the condition of the department's finances;
- employee satisfaction and performance;
- occupational health, welfare and safety of department employees; and
- condition of the department's physical assets.

# Legislative Responsibility

## *Legislation*

Legislation administered by the Department of Education for which the Minister of Education is responsible:

- *Apprenticeship and Trades Qualification Act*
- *Holland College Act*
- *Island Regulatory and Appeals Commission Act*
- *Maritime Provinces Higher Education Commission Act*
- *Prince Edward Island Hairdressers' Association Act*
- *Private Training Schools Act*
- *School Act*
- *Teachers' Superannuation Act*
- *University Act*

## *Approved Minister's Directives*

Education policy is established under the *School Act* through Minister's Directives. The following directives were approved during the reporting period:

**No. MD 05-02**, School Board Staffing and Funding Program for the 2005-2006 School Board Fiscal Year (Supersedes Minister's Directive No. MD 2004-04)

**No. MD 05-03**, Terms and Conditions of Employment for Excluded and Confidential Employees of School Boards (Supersedes Minister's Directive No. MD 2002-02)

**No. MD 05-04**, Directive for the Acceptable Use of Computer and Information Technology (Supersedes Minister's Directive No. MD 2000-05) (also available in French)

**No. MD-05-05**, Directive for Terms and Conditions of Employment for Excluded Supervisory and Confidential Employees of School Boards (Supersedes Minister's Directive No. MD 2005-03)

**No. MD 05-06** Directive for Terms of Employment for Substitute and Fixed Term Contract Teachers (Supersedes Minister's Directive No. MD 2004-06)

**No. MD 05-07** Terms of Employment for Non-Instructional Substitutes (Supersedes Minister's Directive No. MD 2004-05)

**No. MD 05-08** School Calendar for the 2005-2006 School Year (Supersedes Minister's Directive No. 2005-01)

**No MD 06-01** School Calendar for the 2006-2007 School Year (Supersedes Minister's Directive No. 2005-08)

**No. MD 06-02** Procedures for Dealing with Life-Threatening Allergies (Supersedes Minister's Directive No. 97-06)

**No. MD 06-03** Directive for the Acceptable Use of Computer and Information Technology (Supersedes Minister's Directive No. 2005-04) (also available in French)

# Roles of Divisions

## Public Education Branch

The Public Education Branch is responsible for the education continuum which encompasses kindergarten through to the public school system. The branch carries out its work through five divisions and one section:

### *English Programs*

The English Programs Division is responsible for developing, implementing, evaluating and supporting high-quality curriculum, programs and services in English to meet the needs of students in the public school system of PEI (grade 1 to grade 12). The division provides leadership, co-ordination and support in the development and maintenance of quality learning programs, courses and resources for the Prince Edward Island public school system.

### *French Programs*

The French Programs Division is responsible for developing, implementing, evaluating and supporting high quality curriculum, programs and services to meet the needs of students in the public school system of PEI (grade 1 to grade 12), and provides opportunities for French language acquisition. These programs are made available to three sectors of the educational system: French first language, French immersion and core French.

### *Programmes en français*

La Division des programmes en français est responsable d'élaborer, de mettre en oeuvre et d'évaluer des programmes d'études, des services et des initiatives de haute qualité pour répondre aux besoins des élèves du système scolaire de l'Î.-P.-É. (1re à la 12e année); d'assurer un soutien à cet égard et d'offrir des possibilités d'apprentissage de la langue française. Ces programmes sont dispensés dans trois secteurs du système scolaire : français langue première, immersion française et français de base.

### *Student Services*

The Student Services Division is responsible for providing leadership, services and support in the following areas: special education, youth leadership, career development, Provincial Adolescent School, alternative education programs, school counselling, tutoring, services to children who have visual or hearing impairments, diversity education and aboriginal education. The division provides special learning materials, monitors home schooling and co-ordinates other youth initiatives. The division establishes criteria for and supports the provision of teacher assistants and youth service workers.

### *School Development Planning*

The School Development Planning Division provides leadership, advice and support to the school boards and schools as well as the department's branches, divisions and sections. The division has responsibility for guiding and implementing school development planning processes, developing a monitoring framework, co-ordinating professional development, and carrying out student assessment, program evaluation, and research and analysis.

### *Kindergarten Programs*

The Kindergarten Programs Section is responsible for the Island's community-based, publicly funded kindergarten programs for five-year-old children. The role of this section is to provide leadership and support to educators and owner/operators, and to develop curriculum and policy that reflects and supports a unique approach to kindergarten. This section is also responsible for funding a core program and for communication within government and with the community.

## Higher Education and Corporate Services Branch

The Higher Education and Corporate Services Branch is responsible for the provision of quality services to both internal and external clients in support of the mandate of the department. These services include general administration, financial administration, planning, technology support and human resources. The branch carries out its work through four divisions and one section.

### *Continuing Education and Training*

The Continuing Education and Training Division is responsible for facilitating the delivery of education and human development programs and services to Prince Edward Island lifelong learners and ensuring that learners have access to post-secondary education. Within this division, there are five work units:

- Apprenticeship Training,
- Literacy Initiatives Secretariat,
- Private Training Schools,
- Registrar's Office and International Education Co-ordination, and
- Student Financial Services.

### *Finance and School Board Operations*

The Finance and School Board Operations Division is responsible for providing administrative and financial support services to the department and to the public education system in compliance with legislation and established government and department policies. The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school board payroll support and school facilities. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to school boards.

### *Technology in Learning*

The Technology in Learning Division provides leadership in the development of policies, procedures and standards for the use and delivery of technology in the department and the public school system. The division offers quality technical support, and research and evaluation to clients for computer hardware, software, wide area network (WAN) and local area networks (LANs), information systems and infrastructure, as well as quality professional support in curriculum development, communication and information technology (CIT) integration.

### *Policy, Planning and Evaluation*

The Policy, Planning and Evaluation Division is responsible for providing leadership, advice and support to the department in the areas of strategic planning, policy development processes, intergovernmental and interdepartmental affairs/issues and special projects. The division is responsible for the *Freedom of Information and Protection of Privacy Act* and the *French Language Services Act.*

### *Human Resources*

The Human Resources Section is responsible for personnel and payroll administration, human resource planning and development for the department.

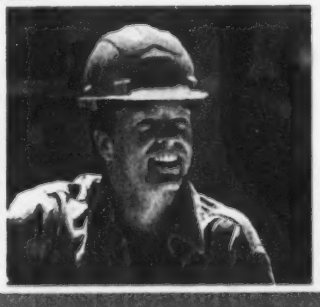
## Communication Officer

The communication officer reports to the Deputy Minister and works with all divisions to ensure consistent information is communicated throughout the department and to the public. This position is responsible for planning, implementing and evaluating a broad range of communications activities for the department and for government. The communication officer also co-ordinates events and announcements related to department programs and initiatives.

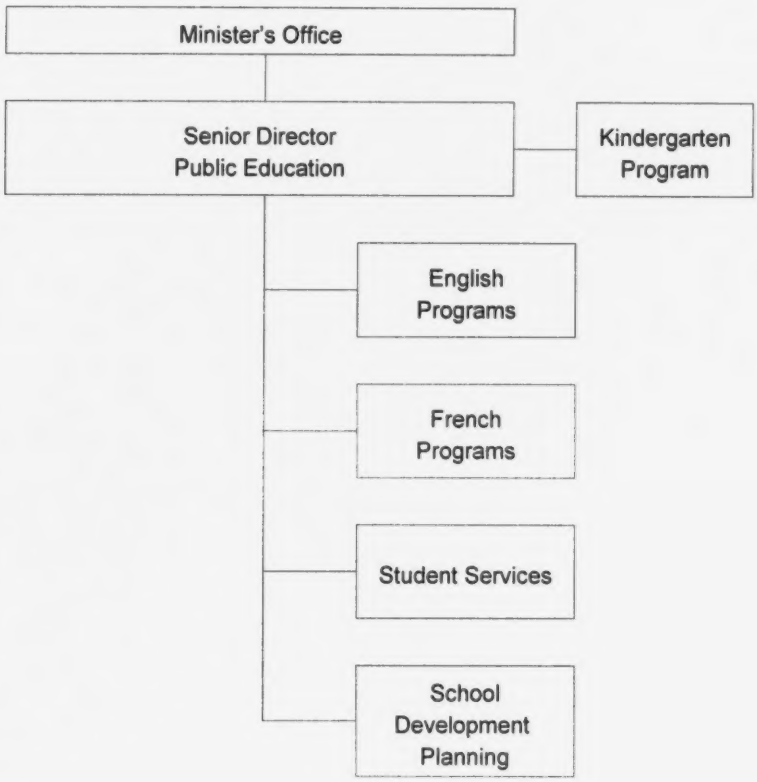
# Department Performance Against Original Budget

| Budget Area | Original Budget 2005-2006 | Forecast Budget 2005-2006 |
|---|---|---|
| Policy, Planning and Evaluation | -0- | $247,800 |
| Finance and School Board Operations | $153,316,800 | $151,951,600 |
| Public Education (Including Kindergarten) | $3,258,200 | $3,289,200 |
| English Programs | $2,452,800 | $2,533,500 |
| French Programs | $1,365,400 | $1,791,800 |
| Student Services | $2,349,400 | $2,211,400 |
| Continuing Education and Training | $60,339,200 | $59,894,900 |
| Technology in Learning | $3,257,300 | $3,204,500 |
| Total Department | $226,339,100 | $225,124,700 |
| Revenue – All Sources | $8,384,500 | $9,090,600 |
| Net Department Budget | $217,954,600 | $216,034,100 |
| Other Budget Responsibility: | | |
| Island Regulatory and Appeals Commission | $1,200,000 | $1,200,000 |

# Division and Section Profiles



# Department of Education
# Public Education Branch



*A St. Jean Elementary School student receives a new library card from Premier Pat Binns at the launch of the PEI Reads program. Looking on are Ray Doiron, chair of the PEI Literacy Alliance and Martha Ellis, president of the PEI Home and School Federation. They are holding a parent guide which was designed for parents to help their children learn to read and love reading. Through the PEI Reads project, the library cards and parent guides were sent to all students in grades 1, 2 and 3 and their parents.*

# English Programs

## Mandate

The English Programs Division is responsible for providing English language curricula and curricula support services and resources to teachers and students from grade 1 to grade 12.

## Main Areas of Responsibility

The division provides leadership, co-ordination and support in the development, in-service and maintenance of quality curriculum programs and resources for the Prince Edward Island public school system.

| Fiscal Year | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006* |
|---|---|---|---|---|
| Human Resources (FTE) | 22 | 22 | 21 | 20 |
| Human Resource Development | $242,768 | $227,609 | $260,610 | $209,794 |
| Programs – General | $391,425 | $374,091 | $375,916 | $413,285 |
| Elementary Programs | $867,479 | $878,390 | $895,936 | $836,412 |
| Secondary Programs | $1,032,206 | $782,893 | $681,625 | $698,104 |
| **Total** | **$2,533,878** | **$2,262,983** | **$2,214,087** | **$2,157,595** |

* Unaudited figures

## Major Achievements

- Implementation of new science curricula was completed in grades 5 and 6.
- A training and learning year was provided for an additional Reading Recovery™ teacher to become certified as a Reading Recovery™ Teacher Leader.
- Guided reading resources were purchased and seven Reading Recovery™ teachers were trained.
- A new Social Studies curriculum, in grade 7, was implemented with new supporting materials.
- Regional and provincial curricula were developed for piloting in the following areas: Chemistry, Social Studies, Health and Visual Arts.
- A new trades initiative began at the senior high level in partnership with post-secondary institutions, the industry sector and the apprenticeship board.

### Goals of English Programs

- Improve curriculum, programs and services for students
- Improve resources to support learning and teaching
- Improve in-service, as well as other professional development, for educators
- Increase employee satisfaction
- Improve working relationships with all internal and external partners

## Activities

### *Primary/Elementary Education*

- The implementation of the new science curricula began in grades 5 and 6.
- New social studies curricula for grades 1 and 2 were completed.
- The revised grade 6 PEI History curriculum and supporting resource binder on Historical Places were in development.
- All grade 4 teachers received two days of in-service on the Council of Atlantic Ministers of Education and Training (CAMET) Reading Comprehension Assessment Resource.
- New guided reading resources were purchased for grade 1. Language arts instructional resources were purchased for grades 2 and 4.
- A teacher was hired and trained to become a Reading Recovery™ Teacher Leader.
- Seven new Reading Recovery™ teachers were trained.
- There were a total of 42 Reading Recovery™ teachers working in 40 schools.

- A draft of the revised grade 1 to 3 health curriculum was completed.
- A draft of the new grade 1 visual arts curriculum was completed.

## *Secondary Education*

- New chemistry and biology curricula were developed for grades 11 and 12.
- A new Applied Math 801 for trades was field tested in several high school classes.
- New resources were implemented in English 521 in all high schools.
- A cross-curricular literacy pilot to support dependent readers at the intermediate level was completed in five intermediate schools. This project was based on a Council of Atlantic Ministers of Education and Training resource, *Cross-Curricular Reading Strategies for Young Adolescents.*
- The Transitions Program between high schools and Holland College was expanded to include three schools in the Western School Board.
- A trades strategy implementation committee was formed and work began on curriculum development to support the strategy.
- Newsletters were distributed to all schools, board staff and education partners.
- Program development in partnership with other agencies continued in the following areas:
  - Safety with Occupational Health and Safety,
  - Automotive Technology, and
  - Comprehensive Trades Strategy with Holland College.

# French Programs

*Athena Consolidated School students pose with teacher Karen Nelson and visual artist Maurice Bernard with the painting they did as part of their ArtsSmarts project, Animal Habitat. The ArtsSmarts program brings teachers and artists together to help children learn core curricula through the arts.*

## Mandate

The French Programs Division is responsible for providing French language curricula and curricula support services and resources to teachers and students from grade 1 to grade 12.

## Main Areas of Responsibility

The division provides leadership, co-ordination and support in the development, in-service and maintenance of quality curriculum programs and resources for French first language, French immersion and core French programs in the Prince Edward Island public school system. The division also provides opportunities for teachers and students to promote French education.

| Fiscal Year | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006* |
|---|---|---|---|---|
| Human Resources (FTE) | 11 | 11 | 10 | 10 |
| General | $1,270,584 | $1,208,599 | $1,313,266 | $1,725,398 |
| Total | $1,270,584 | $1,208,599 | $1,313,266 | $1,725,398 |

* Unaudited figures

## Major Achievements

- Implementation of a new math curricula was completed in grades 1 and 2 French first language and French immersion.
- A new French first language curriculum was piloted for grade 9.
- *La Lecture en Fête*, a book promotion and reading project, was provided for elementary schools.
- The literacy mentors worked with the schools to assist in their literacy initiatives. They conducted mentoring sessions on literacy.
- Fifty teachers participated in a mentoring program available to all teachers of French first language, French immersion and core French.

### Goals of French Programs

- Improve curriculum, programs and services for students
- Improve resources to support learning and teaching
- Improve in-service, as well as other professional development, for educators
- Increase employee satisfaction
- Improve working relationships with all internal and external partners

## Activities

### *Curriculum Resources*

- Development continued for new resources in grades 9 to 12 French Language Arts in French first language schools.
- New resources for Law 521 and Social Studies 421 were provided to teachers.
- New resources for French Language Arts at the intermediate and senior high levels in French immersion were purchased, including various novels and *Le Métaguide*, a learning strategy resource for students.
- New resources were purchased for the core French program at the intermediate level.
- The division, in collaboration with science and math teachers, developed a curriculum supporting document on concepts in science and math at the intermediate and senior high levels.
- Resources for classroom libraries in both French immersion and French first language were provided.
- A total of $45,000 was invested in French books for school libraries during this past year.

- Resources to assist teachers with literacy development and instruction were provided for all French first language schools and French immersion schools.
- Two book fairs were held to give teachers an opportunity to purchase books for school libraries.
- New reference materials and teaching resources were added to the Professional Development Library.
- The division co-ordinated the delivery of distance education courses for grades 11 and 12 in French first language schools.

### *Professional Development*

- The division led a literacy project in developing teaching tools to assist teachers in gaining a better understanding of the literacy process.
- Literacy workshops were held for teachers and school principals of grades 1 to 8.
- Joint staff meetings were held with English Programs, Student Services Division and Technology in Learning Division.
- Learning opportunities were provided through the Department of Education in conjunction with the Employee Development Fund.
- A meeting was held with principals and school board officials of French immersion schools and French first language schools to discuss programs and other issues pertaining to the educational needs of the schools.
- A pamphlet, *"Français en force : Comment perfectionner son français,"* was developed and distributed to teachers who wish to improve their oral competency skills. This booklet offers suggestions on learning opportunities offered to improve oral proficiency.
- Contributions were made to projects being sponsored by the PEI-Québec Agreement.
- Partnerships with l'Association des professeurs d'immersion de l'Î.-P.-É. resulted in the organization of a book promotional tour with Communication-Jeunesse.
- Partnerships with l'Association des enseignants de langue française resulted in the organization of in-servicing for the new grammar approach in grades 9 to12.

## *Student Activities*

- Consultants collaborated directly with teachers and the community to bring forth the Festival des arts dramatiques, the annual science fairs, Heritage Fair, French Celebration Week and ArtsSmarts/Génie Arts.
- The French Programs division participated, for the second consecutive year, in the ArtsSmarts program. Thirteen projects were selected from the three school boards, including participation from French immersion. This program aims to integrate learning through the arts in all subjects in the classroom. The program was launched in October 2004 in collaboration with the Department of Community and Cultural Affairs, Confederation Centre, Eptek Centre, Eastern School District,

Western School Board, la Commission scolaire de langue française, Council of the Arts and the PEI Crafts Council.

- Partnerships with the University of Prince Edward Island, Canadian Parents for French and the three school boards resulted in the organization of the Le Français pour l'avenir/French for the Future conference for grade 11 students of French immersion schools and French first language schools. In all, 140 grade 11 French immersion, French first language and core French students attended this one-day event. There were 13 workshops offered in two categories: intellectual/discussion oriented and experiential/active on various topics. In the afternoon, students had the opportunity to participate in a national conference via satellite. In all, 12 cities from across the country participated in this conference
- *La semaine de la francophonie – French Week Celebration*
  Various activities were organized for students at all levels in all three French programs. Some of the activities included performances by local artists as well as artists from Quebec and New Brunswick. Most schools organized their own activities to celebrate French Week. For the third year, the French Programs division, in collaboration with Radio-Canada, invited students to listen to the morning show where the host dedicated 20 minutes of the morning broadcast, *Le Réveil* to students across the Island. Various schools tapped into this radio broadcast, listening in on the progress of this event.
- *Le Festival des arts dramatiques*
  Fifteen classes, in all three programs and at all levels, participated in this year's festival during the month of April.
- *Grade 9 class visits*
  Three consultants visited all grade 9 French immersion classes to discuss the French immersion program at the high school level and to encourage students to remain in French immersion.
- *Quebec/PEI Six-Month Exchange Program*
  Eleven students participated in the program this year. These students were enrolled in both French immersion and core French grade 11 classes.

## *Other*

- The division newsletter, *Entre Profs*, was distributed to all teachers.
- The division, in collaboration with the three school boards along with other French school boards in Atlantic Canada, participated in a new partnership, called the Cerf Volant Network. This project assists provinces to diffuse information concerning arts adapted to the school system, and encourages student engagement in their process of cultural awakening of acadian and francophone artists.

# Programmes en français

*Des élèves de l'école Athena Consolidated avec l'enseignante Karen Nelson et l'artiste visuel Maurice Bernard avec la peinture qu'ils ont réalisée dans le cadre de leur projet GénieArts intitulé, Animal Habitat. Le programme GénieArts réunit enseignants et artistes dans le but d'aider les enfant à apprendre les matières de base par l'entremise des arts.*

## Mandat

La Division des programmes en français est chargée de fournir les programmes d'études en français ainsi que les services et les ressources à l'appui de ces programmes aux enseignants et aux élèves depuis la 1re jusqu'à la 12e année.

## Principales sphères de responsabilité

La Division assure la direction, la coordination et le soutien pour ce qui est de l'élaboration, de la formation et de la mise à jour des programmes d'études et des ressources de qualité pour les programmes de français langue maternelle, d'immersion en français et de français de base dans le système scolaire de l'Île-du-Prince-Édouard. La Division donne également aux enseignants et aux élèves des occasions de promouvoir l'éducation en français.

| Année financière | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006* |
|---|---|---|---|---|
| Ressources humaines (ETP) | 11 | 11 | 10 | 10 |
| Général | 1 270 584 $ | 1 208 599 $ | 1 313 266 $ | 1 725 398 $ |
| Total | 1 270 584 $ | 1 208 599 $ | 1 313 266 $ | 1 725 398 $ |

*Chiffres non vérifiés

## Principales réalisations

- On a terminé la mise en place d'un nouveau programme de mathématiques en 1re et 2e année du français langue maternelle et de l'immersion en français.
- On a mis à l'essai un nouveau programme d'études en français langue maternelle pour la 9e année.
- *La lecture en fête*, un projet de promotion du livre et de la lecture, a été instaurée dans les écoles élémentaires.
- Les mentors en littératie ont aidé les écoles à mettre sur pied leurs initiatives de littératie et ont organisé des séances de mentorat en littératie.
- Cinquante enseignants ont participé à un programme de mentorat offert à tous les enseignants du français langue maternelle, de l'immersion en français et du français de base.

### Objectifs des Programmes en français

- Améliorer les programmes d'études ainsi que les programmes et les services destinés aux élèves
- Améliorer les ressources à l'appui de l'apprentissage et de l'enseignement
- Améliorer la formation et le développement professionel destinés aux éducateurs
- Accroître la satisfaction des employés
- Améliorer les relations de travail avec tous les partenaires, tant les partenaires de l'extérieur que ceux à l'interne

## Activités

### *Ressources curriculaires*

- Poursuite de la mise au point de nouvelles ressources pour les arts du langage en français de la 9e à la 12e année dans les écoles de langue française.
- Fourniture aux enseignants de nouvelles ressources pour les cours Droit 521 et Sciences humaines 421.
- Acquisition de nouvelles ressources pour les arts du langage pour les niveaux intermédiaire et secondaire de l'immersion en français, y compris de nombreux romans et *Le Métaguide*, une ressource renfermant des stratégies d'apprentissage à l'intention des élèves.
- Achat de nouvelles ressources pour le programme du français de base au niveau intermédiaire.
- La Division, en collaboration avec les enseignants de sciences et de mathématiques, a rédigé un document d'accompagnement du programme d'études qui traite de concepts scientifiques et

mathématiques à l'intention des niveaux intermédiaire et secondaire.

- Fourniture de ressources pour les bibliothèques dans les salles de classe de l'immersion en français et du français langue maternelle.
- Investissement de 45 000 $ en livres en français pour les bibliothèques scolaires au cours de la dernière année.
- Fourniture aux enseignants de toutes les écoles de langue française et d'immersion en français de ressources et de formation en matière de promotion de la littératie.
- Tenue de deux expositions de livres pour donner aux enseignants la possibilité d'acheter des livres pour les bibliothèques scolaires.
- Ajout de nouveaux matériels de référence et d'ouvrages pédagogiques à la Bibliothèque de perfectionnement du personnel.
- La Division a coordonné la prestation des cours du programme d'enseignement à distance de la 11e et de la 12e année dans les écoles de langue française.

## *Perfectionnement professionnel*

- La Division a mené un projet de littératie qui visait à mettre au point des outils pédagogiques pour aider les enseignants à mieux comprendre le processus de littératie.
- Tenue d'ateliers sur la littératie à l'intention des enseignants et des directeurs d'écoles de la 1re à la 8e année.
- Réunions conjointes du personnel avec celui des Programmes en anglais, de la Division des services aux étudiants et de la Division de la technologie en apprentissage.
- Occasions d'apprentissage fournies par le ministère de l'Éducation par l'entremise du Fonds de perfectionnement des employés.
- Tenue d'une réunion avec les directeurs et les membres des commissions scolaires des écoles d'immersion en français et de langue française afin de discuter des programmes et d'autres questions ayant trait aux besoins éducationnels des écoles.
- La brochure, *Français en force : Comment perfectionner son français*, a été rédigée puis distribuée aux enseignants qui souhaitent améliorer leurs compétences à l'oral. Cette brochure propose des occasions d'apprentissage en vue d'améliorer les compétences orales.
- Contributions à des projets financés par l'entremise de l'Entente Québec-Île-du-Prince-Édouard.
- Des partenariats avec l'Association des professeurs d'immersion de l'Î.-P.-É. ont mené à l'organisation d'une tournée de promotion du livre en collaboration avec Communication-Jeunesse.
- Des partenariats avec l'Association des enseignants de langue française ont abouti à l'organisation d'une formation sur les nouvelles méthodes grammaticales de la 9e à la 12e année.

## *Activités étudiantes*

- Les conseillers ont collaboré directement avec les enseignants et la collectivité pour présenter le Festival des arts dramatiques, les expo-sciences annuelles, la Foire du patrimoine, la Semaine de la francophonie et GénieArts.
- La Division des programmes en français a participé, pour la deuxième année consécutive, au programme GénieArts. Treize projets issus des trois commissions scolaires, y compris l'immersion en français, ont été sélectionnés. Le programme vise à intégrer l'apprentissage par l'entremise des arts dans toutes les matières scolaires. Le programme a été lancé en octobre 2004 en collaboration avec le ministère des Affaires communautaires et culturelles, le Centre de la Confédération, le Centre Eptek, la Commission scolaire de l'est, la Commission scolaire de l'ouest, la Commission scolaire de langue française, le Conseil des arts et le PEI Crafts Council.
- Des partenariats avec l'Université de l'Île-du-Prince-Édouard, Canadian Parents for French et les trois commissions scolaires ont mené à l'organisation de la conférence *Le Français pour l'avenir* à l'intention des élèves de 11$^{e}$ année des écoles d'immersion en français et des écoles de langue française. En tout, 140 élèves de 11$^{e}$ année en immersion française, en français langue maternelle et en français de base ont participé à cette activité d'une journée. Treize ateliers, divisés en deux catégories, soit des ateliers axés sur la discussion ou plutôt intellectuels et des ateliers expérientiels/axés sur l'action, ont été offerts dans divers domaines. L'après-midi, les élèves ont eu l'occasion de participer à la conférence nationale transmise par satellite. Douze villes d'un bout à l'autre du pays ont participé à la conférence.
- *Semaine de la francophonie*
  De nombreuses activités ont été organisées pour les élèves de tous les niveaux dans les trois programmes en français. Parmi les activités, on comptait des spectacles donnés par des artistes locaux, québécois et néo-brunswickois. La plupart des écoles ont organisé leurs propres activités à l'occasion de la Semaine de la francophonie. Pour la troisième année, la Division des programmes en français, en collaboration avec Radio-Canada, a invité les élèves à écouter l'émission du matin, *Le Réveil*, dont l'animateur consacrait 20 minutes aux élèves de l'Île. De nombreuses écoles ont syntonisé l'émission radiophonique pour suivre les événements de la semaine.
- *Festival des arts dramatiques*
  Quinze classes des trois programmes et de tous les niveaux ont participé au festival, qui s'est tenu en avril.
- *Visites dans les classes de 9$^{e}$ année*
  Trois conseillers ont visité toutes les classes de 9$^{e}$ année de l'immersion française en vue de discuter du programme d'immersion en français au niveau du secondaire et d'encourager les élèves à demeurer en immersion.
- *Programme d'échange de six mois entre le Québec et l'Île-du-Prince-Édouard*
  Onze élèves ont participé au programme, cette année. Il s'agissait d'élèves de 11$^{e}$ année de l'immersion en français et du français de base.

## *Autre*

- Le bulletin de la Division, *Entre Profs*, a été distribué à tous les enseignants.
- La Division, en collaboration avec les trois commissions scolaires de l'Île et d'autres commissions scolaires francophones du Canada atlantique, a adhéré à un nouveau partenariat appelé le Réseau Cerf-Volant. Ce projet vise à aider les provinces à diffuser l'information sur les arts adaptés aux écoles et à encourager la participation des élèves afin de les éveiller à la culture et aux artistes acadiens et francophones.

# Student Services

*To mark the 30th anniversary of the Island Magazine, the Department of Community and Cultural Affairs donated a full collection of the magazine to all Island schools. At the presentation were from left Boyde Beck, editor; Honourable Elmer MacFadyen, Minister of Community and Cultural Affairs; Doug Currie, principal, Birchwood Junior High School; Dr. Satadal Dasgupta, Chair of the PEI Museum and Heritage Foundation; and Honourable Mildred Dover, Minister of Education.*

## Mandate

The Student Services Division provides learning supports and services to students, their families and teachers in the public school system. It works closely with school boards and partners with other government departments and community organizations on student services issues and initiatives.

## Main Areas of Responsibility

The Student Services Division is responsible for special education, youth programs and services, career development, school athletics, Active Healthy School Communities, education programs for youth at the Provincial Adolescent School, school counselling support, tutoring, services for children who have visual or hearing impairments, aboriginal and diversity education issues, home schooling and assistive technology.

| Fiscal Year | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006* |
|---|---|---|---|---|
| Human Resources (FTE) | 13 | 17 | 17 | 16 |
| General | $2,249,775 | $2,255,019 | $2,128,386 | $2,215,671 |
| Youth | $10,608 | (included above) | | |
| Total | $2,260,383 | $2,255,019 | $2,128,386 | $2,215,671 |

* Unaudited figures

## Major Achievements

- *A Transition to Community Resource Guide* was developed, as part of a completed pilot project, to develop a transition protocol and suggested guidelines for students with autism spectrum disorders. This will help to prepare them for post-secondary learning and work experiences.
- One hundered and thirty administrators and special education/resource teachers in-serviced on two recently developed handbooks: *Teachers and Support Staff Working Together – Standards and Guidelines* and *Individualized Educational Planning (IEP) – Standards and Guidelines*.
- Participation from 1,700 grade 8 students and teachers took place in the *Diversity Education Youth Forums: Promoting Inclusion in Safe, Supportive Schools*, May 2005.
- The Provincial Adolescent School partnered with the Charlottetown Chapter of IODE to introduce a nutritional snack program for students.
- Special needs students had the opportunity to compete in the PEI School Athletic Association Provincial Track and Field Championships, as a beginning effort to include special education students in school athletic programs.

### Goals of Student Services

- Improve accessibility to programs and services
- Improve inclusionary practice
- Improve programs and services for students
- Improve resources to support learning and teaching
- Improve in-service, as well as other professional development, for educators
- Improve working relationships with all internal and external partners
- Improve accountability

## Activities

- A resource guide was completed, entitled *A Resource Guide for Parents of Children with Autism: Supporting Inclusive Practice and Educating Children about Autism in an Inclusive Classroom* (2006, Timmons, Breitenbach, MacIsaac).
- School guidelines were completed for Non-Violent Crisis Intervention in collaboration with school boards and the provincial school safety consultant.
- A one-day session, led by Dawn Reithaug, was provided to 125 Special Education/ Resource Teachers on the topic of *Writing IEPs: Goals and Objectives*.

- Action plans were developed with partners on School Success for Aboriginal Children and Youth and for English Second Language Learners in the public school system.
- Professional development workshops and activities were provided to teachers, board staff and department staff in the area of diversity and cultural awareness.
- The division participated in the review of our government's Diversity and Equity Policy.
- The division supported the pilot of the Trevlac Behaviour-Tracking System at the following schools: Sherwood Elementary, Montague High, Charlottetown Rural, Colonel Grey, Birchwood Intermediate and Three Oaks Senior High.
- Ongoing professional development of counsellors was supported through workshops and meetings with partners.
- The Provincial Adolescent School staff partnered with the Provincial Adolescent Group Home, Family Ties Counselling Services and the school boards to support the personal, social and learning needs of students.
- The Provincial Adolescent School supported 25 students during the 2005-2006 school year. These students contributed more than 350 hours of community volunteer service to the Charlottetown Chapter of IODE for the Joe Ghiz Memorial Park and the Jack Frost Winter Carnival.
- In co-operation with the Stratford Recreation Department, the Provincial Adolescent School continued to offer and develop comprehensive programming in the areas of recreational skills, sportsmanship and physical development.
- Hundreds of teachers attended workshops and/or consultations offered by staff to support literacy strategies in the following areas:
  - Developing Phonological Awareness Skills;
  - Comprehension Strategies for All;
  - Word Study 1-3 and 4-6;
  - Spelling Strategies;
  - Literacy Strategies Across the Curriculum;
  - Good Reader Strategies; and
  - Two Pillars of Reading Instruction: Phonological and Phonemic Awareness.
- One hundred and fifty new titles were added to the Special Education Program of Studies.
- Approximately 225 separate loaning packages were prepared for resource teachers.
- Thirty-five families made application to home-school 53 children.
- One hundred and twenty-seven students received academic tutoring support through the department.
- A School Sport Summit was held for principals and athletic directors of all high schools and PEI School Athletic Association executive members to discuss issues within school sport in PEI. Action plans were completed to move forward on the issues raised.
- Six new schools signed on to participate in the second year of a three-year bilateral agreement designed to increase the number of students becoming physically active at school outside of the physical education classroom.

- Curling was added as a new sport to the athletic program within the PEI School Athletic Association. Four schools participated in this new sport.
- More than 25 teachers participated in an *Applications of Working and Learning* workshop. They were supported by department staff in the development of pre- and post-lesson plans to support the integration of essential skills into *Take Our Kids to Work Day*.
- Over 1,500 students, more than 30 teachers, and over 1000 workplaces across the province, participated in *Take Our Kids to Work Day*, on November 2, 2005.
- Over 50 department staff, teachers and community career practitioners participated in a Portfolio Workshop Series designed in identifying their skills and learning outcomes so they can effectively support students and clients in the development of their own personal learning portfolio.

# School Development Planning

## Mandate

The School Development Planning Division provides leadership, guidance, advice and support to school boards and schools as well as the department's branches, divisions and sections.

## Main Area of Responsibility

The School Development Planning Division has responsibility for school development, professional development, student assessment, program evaluation, and research and analysis.

## Major Achievements

- In collaboration with the three school boards and the PEITF, a school development planning model was developed. The model was based on effective school research and best practices which include S.M.A.R.T. goals that focus on results in Teaching and Learning, School Culture and Parental Involvement.
- The model was piloted in 10 schools, four in the Eastern School District, four in the Western School Board and two schools in la Commission scolaire de langue française.
- SAIP Science III (2004) results were reported to the public education system.
- The International Adult Literacy Survey (IALS) 2003 was reported to the public.
- Educational leadership, knowledge and skills were enhanced by providing professional development opportunities to 484 participants.
- The Student Financial Services Satisfaction Survey was developed, administered and results reported upon.
- The division developed, administered and reported results for the School Calendar Committee Surveys to Parents, Teachers and Support Staff.

# Activities

## *School Development*

- A provincial steering committee was established to develop, implement and monitor school development planning practices that focus on student achievement.
- Resources were provided to carry out the school development model.
- Work began, in collaboration with the three school boards, with the development of province-wide, common indicators such as attendance and graduation rates.
- Data collection instruments (e.g., parents, teacher, student surveys) were developed for use by schools.
- An online continuous monitoring survey, *Tell Them From Me*, was introduced for use by students and teachers.
- Data analysis and interpretation of survey results was conducted for individual schools.

## *Student Assessment and Program Evaluation*

- Assessment:
  - co-ordinated the administration of PISA 2006 Pilot;
  - co-ordinated the Preparing Students for PISA 2006 workshop for principals;
  - provided advice and resources to the Eastern School District on two common assessments;
  - participated in the development of the Pan Canadian Assessment Program (PCAP) through construction and review of all framework documents and assessments in the areas of math, science and reading;
  - participated in the questionnaire design and development for PCAP; and
  - participated in item writing for the national assessment PCAP.

- Provided evaluation support and advice to the following committees/projects:
  - Active Healthy School Communities,
  - Art Expo,
  - ArtsSmarts,
  - Healthy Living Strategy,
  - Rollo Bay/Fortune Pilot Project,
  - Summer Tutoring Program For Kids,
  - Task Force on Student Achievement,
  - Council of Atlantic Ministers of Education and Training (CAMET) projects,
  - Atlantic Provinces Special Education Authority (APSEA),

- Institute of Adult and Continuing Education, and
- Immigrant Student Liaison Project.

- Inspection of private schools.

## *Professional Development*

- Three professional development induction programs were offered in partnership with the three school boards and the Prince Edward Island Teachers' Federation:
  - Beginning Teacher Induction Program (126 teachers);
  - New Principal Induction Program (12 principals); and
  - New Vice-principal Induction Program (29 vice-principals).
- The following Leadership Development programs were offered:
  - Saskatchewan Module 2 – Leadership for Growth in Teaching and Learning (23 participants);
  - Saskatchewan Module 3 – Building a Learning Community (22 participants);
  - Educational Leadership Seminar – Leadership for Learning (126 participants); and
  - School-Based Professional Development Leadership Workshop (146 participants).
- Funding in the amount of $50,000 was made available to support school-based and board-based professional development.
- Two sabbatical leaves for the 2005-2006 school year were granted.
- Funding was provided to a number of Island educators to attend leadership institutes during the summer.
- A two-day Summer Institute on Instructional Intelligence was offered with 40 participants.
- A four-day Summer Institute on Tribes Training was offered with 22 participants.
- Consultation and facilitation were provided to the school boards to work with individual schools on a per-request basis.
- A pilot project was introduced in co-operation with the Western School Board to have teachers experience learning through a Community of Practice.

## *Research Policy and Analysis*

- Leadership, planning and expertise was provided for various aspects of data collection and survey work. This included instrument development, distribution, data collection, data analysis and interpretation of results to the following groups:
  - French Senior High Student Survey;
  - National Survey of French Reading Materials;
  - School Development Planning Pilot School Surveys for Students, Teachers and Parents;
  - Department Employee Satisfaction Survey; and
  - Expectations of High School Graduates Survey.

- Data requests from individuals and organizations were responded to from both within and outside the provincial learning system.
- Information and interpretation for communication responses was provided for the release of provincial, regional and national indicator reports.
- Support was provided for planning and preparation of the annual report.
- Co-ordination was provided for a data submission for the Statistics Canada Canadian Education Statistics research project.

# Kindergarten Programs

## Mandate

This section provides policy, program and funding advice to Government. It supports kindergarten programs within the early childhood system to ensure Island children have a high quality early learning experience.

## Main Areas of Responsibility

The Kindergarten Programs section administers the provincial kindergarten program. The section funds a core kindergarten program, develops and implements curriculum and provides curriculum resources to English, French and Immersion kindergarten programs.

| Fiscal Year | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006* |
|---|---|---|---|---|
| Human Resources (FTE) | 7 | 7 | 7 | 7 |
| Administration | $179,899 | $161,729 | $164,681 | $220,720 |
| Kindergarten | $2,924,039 | $2,957,297 | $2,984,993 | $3,090,244 |
| Total | $3,103,938 | $3,119,026 | $3,149,674 | $3,310,964 |

* Unaudited figures

## Major Achievement

- The Kindergarten Section developed a progress report for students which was piloted in September 2005.
- A French kindergarten specialist was hired in October 2005.

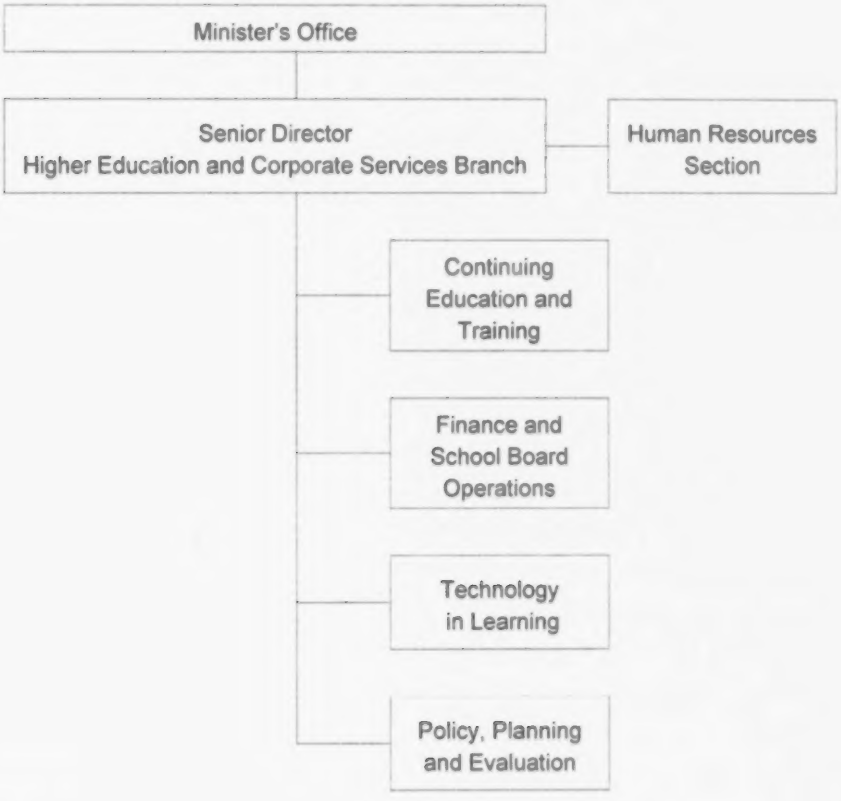
### Goals of the Kindergarten Program

- Contribute to the development of a comprehensive Early Childhood System in Prince Edward Island by providing a creative and unique community-based kindergarten system grounded in how children learn and develop, maximizing opportunities for all children
- Appreciate and build upon existing community-based programs, acknowledging best practices and diversity
- Balance flexibility and responsiveness to the needs of families and communities with fairness and consistency to all partners
- Address human resource issues (for example: wages, benefits, working conditions and training)
- Promote a system that is effective, cost-efficient and accountable
- Provide good communication to early childhood educators, parents and the community for the ongoing development of the program

## Activities

- Kindergarten mentors continued to provide support to kindergarten educators in the integration/implementation of the curriculum outcomes within child-centred, play-based programs.
- Shared funding with the Department of Health and Social Services was procured to enable the Early Childhood Development Association to hire an executive director.
- A summer in-service was provided for all kindergarten educators on the progress report and supporting portfolios.
- A pilot group was established to provide feedback on the progress report.
- Fourteen English "new-to-kindergarten" educators received two days in-service training in the Atlantic Provinces Education Foundation curriculum (math and language arts).
- Nine French "new-to-kindergarten" educators received a one day in-service on language arts and math curricula.
- Regional meetings were held twice for English kindergarten educators in each of the four regions of the province (West Prince, East Prince, Queens and Kings) to continue supporting educators with curriculum integration and implementation.
- All kindergarten programs were provided with a copy of Miriam Trehearne's resource *The Kindergarten Teacher's Resource Book*, as well as other resources to support literacy and numeracy development.
- Ongoing support for curriculum was provided to 13 educators in six French first language kindergartens and four French immersion kindergartens.
- A first-sharing session was held for all French and French immersion educators. New resources were reviewed and distributed.

# Higher Education and Corporate Services Branch



*Celebrating the announcement of the new Applied Degree in Culinary Operations are from left: Chef Instructor Hans Anderegg; Chef Michael Smith; Tourism Minister Philip Brown; Education Minister Mildred Dover; David R. Thompson of the Applied Degree in Culinary Operations Advisory Committee; and Holland College President Dr. Brian McMillan.*

# Continuing Education and Training

## Mandate

The Continuing Education and Training Division improves and maintains quality education and human development programs and services for lifelong learners, and ensures that learners have access to post-secondary education.

## Main Areas of Responsibility

The main responsibilities of the division are Apprenticeship Training, Literacy Initiatives Secretariat, Post-Secondary Education, Private Training Schools, Registrar's Office and International Education Co-ordination and Student Financial Services.

| Fiscal Year | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006* |
|---|---|---|---|---|
| Human Resources (FTE) | 18 | 21 | 22 | 19 |
| General | $868,448 | $959,957 | $1,017,786 | $870,821 |
| Apprenticeship and Training | $388,632 | $390,424 | $388,069 | $330,077 |
| Post-Secondary Grants | $51,775,137 | $56,474,571 | $58,194,663 | $58,349,136 |
| Total | $53,032,217 | $57,824,952 | $59,600,518 | $59,550,034 |

* Unaudited figures

## Major Achievements

- Certificates of Trade Qualification were issued to 161 PEI tradespeople, and 301 apprentices attended in-school technical training.
- A record 75 apprentices graduated and received their Certificate of Qualification in May 2005.
- Holland College, in partnership with the Department of Education, Provincial Apprenticeship Board and Island industry, piloted a new trades training/apprenticeship model for the Automotive Technology and Welding Fabrication programs.
- General Educational Development (GED) grade 12 equivalency tests were written by 354 persons, of whom 224 passed all five tests. Twenty adult learners received the PEI High School Graduation Certificate for Mature Students.
- Over 900 Islanders were enrolled in the Literacy/Adult Basic Education program where literacy programs, high school credits and GED Preparation courses are available free of charge to the learners.
- Seventeen new program offerings from the Private Training Schools were approved, and student satisfaction surveys were conducted for 16 programs.
- Prior Learning Assessment and Recognition courses, workshops and consultations, offered by Workplace Education PEI, were attended by 338 Islanders.
- Essential Skills information sessions, assessments and training, delivered by Workplace Education PEI, were attended by 197 Islanders.
- Two training sessions on *How to Help Your Child Learn to Read and Love Reading* and *Homework Help for Kids* were attended by 240 parents.
- Twenty Islanders received training as volunteer literacy tutors.
- Six correctional educators in Atlantic Canada received training in the Storysacks initiative.
- This year, 365 teachers were certified. Seventy of these teachers were graduates of the UPEI Bachelor of Education Program. Out of 858 substitute teachers who were authorized, 377 of these teachers received certified authorizations and 481 received non-certified authorizations.
- In July 2005, changes were made to the fee schedule for services provided by the Registrar's Office. Certified teachers are now only required to pay a one-time Island-wide fee. This will benefit the 377 certified teachers who are currently working as substitutes in our schools. Non-certified substitutes will continue to require authorization each year; however, the new fee will now cover all three school boards on PEI.
- Over 6,000 students received services from Student Financial Services.
- The Island Student Award was issued to 1,185 students. This was an increase from 1,172 in the previous year. Island students received $716,400 in the form of a $600 Island Student Award.
- Community Service Bursaries were issued to 392 students, up from 337 in 2004-2005. Total bursaries went from $128,375 to $156,931, up over 22 per cent from the previous year.
- Over 462 community organizations are now registered with the Community Service Bursary.

## Goals of Continuing Education and Training

- Improve access for continuing education learners
- Improve support opportunities for continuing education learners
- Increase the level of learning of the citizenry
- Increase the skill level of the workforce relevant to PEI's economic development needs
- Increase learner satisfaction with divisional programs and services
- Increase learner satisfaction with continuing education's learning opportunities
- Increase employee satisfaction
- Increase the level of integration and co-operation within the continuing education system on PEI and among continuing education jurisdictions

# Activities

### *Apprenticeship Training*

- In June 2005, 11 Accelerated Secondary Apprenticeship Program (ASAP) participants graduated with skill and time credits in their trade.
- Co-op students completing trade placements were eligible to register as youth apprentices.
- National Occupational Analysis and Red Seal exams have been developed for Motorcycle Mechanic and Heavy Duty Equipment Technician trades. This process was led by the PEI Apprenticeship and Development Office.
- The Accelerated Secondary Apprenticeship Program bursary fund continued to raise funds to provide opportunities to graduating youth apprentices. Nine ASAP bursaries were awarded, for a total value of $9,000.

*At the ceremony to recognize graduates of apprenticeship programs are from left Education Minister Mildred Dover; Lisa Marie McAskill, PEI's first female Red Seal welder; Gail Wallace, cook; Deanna Keen-LeClair, PEI's first female Red Seal electrician; and Grant MacLeod, chair of the Provincial Apprenticeship Board.*

- A newsletter was completed and distributed to apprentices, employers, schools and various interest groups.
- The number of new apprentices registered in a variety of trades was 160, with a total of approximately 612 active apprentices.
- The total number of Certificates of Qualification given to PEI tradespeople was 161.

- Application was made for the designation of Distribution Construction Line Person and the certification of the Steamfitter/Pipefitter trade.
- The social marketing campaign, encouraging Islanders to consider a career in skilled trades and health care, continued to be successful.

### *Literacy Initiatives Secretariat*

- Over 900 Islanders accessed the Literacy/Adult Basic Education program. This program is delivered by Holland College and monitored and evaluated by the Secretariat. Many graduates of that program progress further to post-secondary programs offered at UPEI, Holland College and private career colleges.
- Three-year funding was received from the National Literacy Secretariat of Human Resources Skills Development Canada (HRSDC) in the spring of 2005. This funding is for further project development of the *Tough Challenges: Great Rewards Literacy Strategy*.
- Workplace Education PEI, a partnership of business, labour and government, facilitated learning opportunities in the workplace for employed Islanders. Many Islanders benefited from program offerings and information sessions regarding Prior Learning Assessment and Recognition, Essential Skills Assessments and training and practitioner training.

### *Post-Secondary*

- The University of Prince Edward Island base-operating funding increased by $1 million.
- The Atlantic Veterinary College broke ground for a $32 million expansion and renovation.
- The Province pledged $2 million as part of a $25 million commitment for capital renewal at UPEI.
- UPEI has been designated as one of three *Research Universities of the Year* by Research Infosource Inc. The rankings were based on indicators, such as total sponsored research income, research income per full-time faculty position, research income per full-time graduate student and the number of publications per full-time faculty.
- UPEI's Duffy Science Centre celebrated the official reopening and rededication. The Province contributed to the renovation as part of a $25 million commitment for capital renewal.
- Holland College's base operating funding increased by $500,000.
- Holland College's Atlantic Police Academy celebrated its official opening and major expansion and renovation. The province contributed $8.5 million.
- An *Act to Amend the Holland College Act* was proclaimed. The Applied Degree Program Regulations were also approved.
- Holland College's Culinary Institute of Canada officially launched its new program, the Applied Degree in Culinary Operations, which marks the first time a college in Atlantic Canada has offered an applied degree program. Government approved the college's proposal to grant the new degree after amending legislation, conducting a peer review and receiving recommendations from a committee of education and industry representatives.

- Holland College announced the opening and naming of its newest residence, Glendenning Hall. The residence will house 95 students in a total of 52 apartment-style units.
- Holland College started construction on its $7 million Centre for Labour Force Innovation. One of the goals of the CLFI is to effectively address the needs of industry within emerging sectors, such as biosciences and information technology.

## *Private Training Schools*

- In total, 513 persons graduated from full vocational programs at registered private training schools during the reporting year.
- Seventeen new programs from the Private Training Schools were approved, and student satisfaction surveys were conducted for 16 programs.

## *Registrar's Office and International Education Co-ordination*

- The *Encounters With Canada* program, held at the Terry Fox Centre in Ottawa, was attended by 125 students between the ages of 15 and 17. The Department of Education contributed $10,000 again this year to help defray costs of students.
- The Province of PEI (Department of Development and Technology and the Department of Education) and the Canadian Government (Citizenship and Immigration Canada), signed a Memorandum of Understanding for the Off-Campus Work Permit Program for International Students. MOUs on this program were signed by the Province of PEI and the following institutions: UPEI, Holland College and la Société éducative de l'Île-du-Prince-Édouard. This program will allow international students meeting specific criteria to obtain a permit for off-campus work, and will authorize students to work for a maximum of 20 hours per week during the academic year and full-time during schedule breaks.
- Program evaluation was completed for the Canadian International School in Tokyo, Japan, which delivers the PEI-Japan Public School Program. There are currently 154 students enrolled in the program with 25 nationalities represented in the student body.
- Two schools in the People's Republic of China, The Foreign Languages School, attached to the Sichuan International Studies University in Chongqing, and the New World International School in Shenzhen, implemented the PEI-China Public High School Program this year. Teachers must be certified in PEI in order to qualify for the assignments abroad and must have at least two years of teaching experience. A PEI principal was assigned to help with the hiring, co-ordinate the delivery of the PEI curriculum at the two sites in China, and to liaise with the Department of Education and our partner, Can Achiev Education Consultants Limited.

## *Student Financial Services*

- Student Financial Services visited 11 Island high schools to host information sessions for graduating students and their families regarding student financial assistance.
- The total number of students enrolled in the Community Service Bursary Program was 522.
- Student loans were issued to 1,890 Island students during 2005-2006, for a total of $6,624,854 in provincial aid.
- Prince Edward Island Debt Reduction was received by 436 students, up from 399 in the previous year. Over $1,571,549 was issued in Debt Reduction Grants in 2005-2006, up by more than 20 per cent compared to the previous year.
- PEI, along with the federal government, made significant improvements to the student loan program this year including a significant change in the way parental contributions are calculated and the inclusion of computer related costs in the assessment process.
- Student Financial Services launched a new website, guidebook and application form for the 2005-2006 year to make applying for student financial assistance easier for students and their families.

# Finance and School Board Operations

## Mandate

The Finance and School Board Operations Division provides administrative and financial support services to the department and public school system in compliance with legislation and established government and department policies. The division provides support services and advice on matters of a financial or administrative nature to all other divisions and to school boards in carrying out their mandate.

## Main Areas of Responsibility

The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school board payroll support, the School Construction and Repair Program and liaison with school boards.

| Fiscal Year | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006* |
|---|---|---|---|---|
| Human Resources (FTE) | 22 | 20 | 19 | 18 |
| Administration | $1,332,670 | $1,399,372 | $1,323,847 | $1,380,704 |
| PLMDC | $1,617,125 | $1,356,878 | $1,249,125 | $1,175,706 |
| Grants to School Boards | $146,741,305 | $150,313,703 | $150,618,558 | $149,801,668 |
| Total | $149,691,100 | $153,069,953 | $153,191,530 | $152,358,078 |

* Unaudited figures

## Major Achievements

- The development of an Occupational Health and Safety Program was completed for the department.
- The division participated in the government-wide Human Resource Management System requirement analysis.

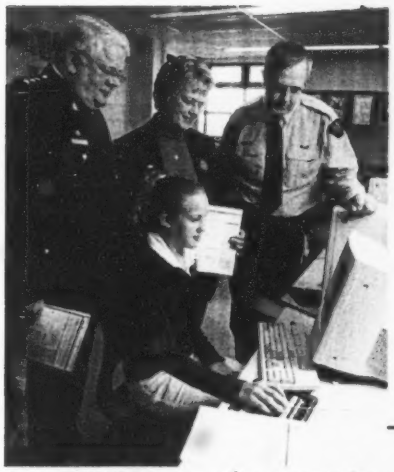
## Goals of Finance and School Board Operations

- Improve the quality of service to internal and external clients
- Improve accountability between school boards and the minister
- Ensure the department meets its budget targets

# Activities

- The department expended $1,214,400 less than initially budgeted, while collecting $706,100 more revenue than initially budgeted.
- The department underspent its initial net budget by $1,214,400 representing a 0.5 per cent variance.
- Kindergarten and the grades 1 to 12 system (70 schools and 89 kindergartens) were supplied with learning materials.
- The division provided leadership to the department Management Team in the development of the annual budget.
- The division supported professional development and training opportunities for employees.
- Regular staff meetings were held to discuss issues and provide updates on the progress of projects.
- The division met regularly with business directors from the three school boards to discuss administrative issues. These meetings helped to improve communication between the department and the boards.
- The division participated in regularly scheduled meetings of senior management groups, the three school boards and the department management team. This resulted in improved information exchange and open communication lines.
- The division worked with school boards, Department of Transportation and Public Works and unions to plan for the transfer of bus maintenance to Transportation and Public Works.
- Regular meetings were held with payroll staff of school boards to address issues and implement system improvements.
- Divisional staff served on national, regional, provincial and departmental committees.
- The division co-ordinated the annual procurement of new school buses.
- Divisional staff participated in collective bargaining sessions with CUPE.
- The division co-ordinated school construction and repair projects.
- School board staffing and funding budgets were developed by the division.

# Technology in Learning



*At an RCMP internet safety presentation at Glen Stewart Elementary School are from left Chief Superintendent Randy Robar, Education Minister Mildred Dover and Constable Don Crozier. The presenters provided students and parents with information on how to make student websites safe and appropriate.*

## Mandate

The Technology in Learning (TIL) Division is responsible for providing support and services for Communication and Information Technology (CIT) to public schools, the department and school board offices.

## Main Areas of Responsibility

The division provides leadership in the development of policies, procedures and standards for the use and delivery of technology in the department and the public school system. The division offers quality technical support, research and evaluation to clients for computer hardware, software, WAN and LAN networks, information systems and infrastructure, as well as quality professional support in curriculum development and CIT integration.

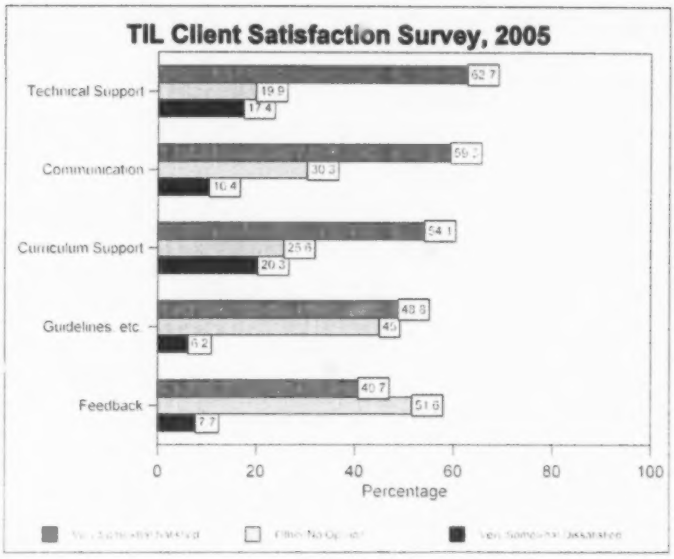
| Fiscal Year | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006* |
|---|---|---|---|---|
| Human Resources (FTE) | 31 (+7) | 38 | 38 | 36 |
| Systems and Technology Services | $2,640,885 | $2,828,700 | $2,736,256 | $2,683,353 |
| Technology in Education | $723,731 | $1,072,144 | $696,780 | $620,912 |
| Total | $3,364,616 | $3,900,844 | $3,433,036 | $3,304,265 |

* Unaudited figures

## Major Achievements

- The department took the lead in partnering with government to implement an anti-spam product. This product has identified that approximately 85 per cent of all email sent to government and education users is spam. The utility is blocking approximately 90,000 spam email messages daily.
- The Department of Education implemented a web portal product which allows teachers to:
  - securely access their network files from any Internet enabled computer; and
  - view, delete, create, copy and rename their network files as if they were in the school.
- The Internet content filtering software used in schools was replaced with a more robust product. This new product allows individual schools more control over which Internet sites are filtered and provides a reporting tool to examine trends in Internet use.
- The grades 1, 4 and 7 curriculum guides for communication and information technology integration were developed and implemented. More than 275 teachers received in-service training.
- The Creative Multimedia Course (CMM 801A) was developed and piloted in two high schools. Students acquired basic web and multimedia production skills through practical experience with digital media technologies. These areas included Digital Design Principles, Digital Imaging, Animation Principles, Audio/Video Production and Web Authoring. This course will be available to all high schools.
- Technology in Learning published four issues of *Technology in Learning News*. Co-ordinators met with principals and site technical contacts at all schools during the school year to foster good communication.
- Technology in Learning Division administered a client satisfaction survey to full- and part-time teachers. The survey had a response rate of 59 per cent (893 respondents). Respondents were asked to indicate satisfaction levels in five areas:
  - Communication with the Technology in Learning Division;
  - Opportunities to give feedback;
  - Guidelines, procedures, standards and Minister's Directives;
  - Technical support; and
  - Curriculum support.

- Rates of very/somewhat dissatisfied were highest in the areas of curriculum support (20.3 per cent) and technical support (17.4 per cent). As a result, the division looked at plans to improve in both of these areas.




*Curriculum Support*

- The department plans to provide core subject teachers at all levels with updated curriculum integration guides.
- The department plans to provide all core subject teachers with in-service to support the integration of CIT.
- The department also plans to provide training for teachers on new software provided by the department.

*Technical Support*

- The Systems and Technology Services section made preliminary plans to improve technical support. In light of the changes to centralize IT services in government, further plans were put on hold with the intent to carry them over into the new centralized structure.

## Goals of Technology in Learning

- Improve the quality of technical support
- Improve the quality of curriculum support
- Improve client satisfaction
- Improve employee satisfaction
- Improve the quality of research and evaluation
- Improve the quality of policies and standards

# Activities

## *Systems and Technology Services*

- Meetings were held in September and March with school site technical contacts.
- During the year there were 14,214 calls closed by technical staff.
- Technical staff supported 5,633 computers in schools as of March 31, 2006, an increase of 487 over the previous year.
- Schools received 2,271 computers donated through the Computers for Schools program.
- Computers were reallocated among schools to minimize the mix of makes and models in computer labs.
- Novell ZENworks® for Desktops was installed in three schools to be used as a tool for teachers to manage student access to software.
- Three school network servers were consolidated as an initial phase of a server reduction program.
- Student management software was upgraded in all consolidated and elementary schools in the province.
- Network account naming standards were implemented for all students so that the student network ID and email address can follow a student from grades 1 through 12.
- NetMail, a web-based email product, was rolled out and 24,000 email accounts were created for students from grades 1 to 12.

## *Technology in Education*

- Technology in Education staff provided on-site support to more than 1,100 teachers in all Prince Edward Island public schools.
- Elementary Math Software, *Understanding Math and Understanding Numeration,* was implemented in 46 schools.
- Staff offered seven workshops during the summer which were attended by 66 teachers.
- Eighteen department staff participated in four in-house sessions offered by consultants and facilitators.
- Roles and Responsibilities for the Distance Education Guidelines were completed.
- Mark management and attendance software was purchased for 17 schools. Lead teachers received training. Ongoing support was provided to all teachers.
- The division led in the development of an online professional development prototype for the Council of Atlantic Ministers of Education and Training (CAMET).
- Assistive technology support services were provided to more than 100 teachers and educational assistants in 30 schools.
- In total, 1,894 high school students participated in CIT related courses throughout Island high schools.

# Policy, Planning and Evaluation

## Mandate

The Policy, Planning and Evaluation Division provides guidance, advice and support to the department's branches, divisions and sections.

## Main Areas of Responsibility

The division has responsibility for the strategic planning processes, interdepartmental and intergovernmental affairs/issues and special projects.

This division was dissolved mid-year; however, a number of duties were continued by staff under the Administrative and Corporate Services Branch.

| Fiscal Year | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006* |
|---|---|---|---|---|
| Human Resources (FTE) | 5 | 6 | 6 | 4 |
| General | $260,801 | $279,933 | $283,234 | $173,694 |
| Assessment and Evaluation | $53,329 | $64,455 | $70,633 | $48,902 |
| Total | $314,130 | $344,388 | $353,867 | $222,596 |

* Unaudited figures

## Major Achievement

- Increased integration of planning, evaluation and monitoring results into the work of the department.

## Goals of Policy, Planning and Evaluation

- Improve the quality of the department policy development process
- Improve the quality of leadership, information and advice to the department on strategic planning
- Increase employee satisfaction
- Improve the quality of innovative partnerships

## Activities

- The division co-ordinated the department's responses to questions tabled in the Legislature.
- The department's annual report was successfully completed and tabled in the Legislature.
- The division participated in the program renewal activities:
  - prepared the department inventory of programs and services;
  - provided full-time program analyst resource;
  - participated on the three educational program renewal committees; and
  - provided statistical and background information to committees.
- A review was conducted of the Eastern School District Board Office organization structure.
- Support was given in the administration of the department's Employee Opinion Survey by analysing the results and assisting in the communication of the results to all staff.
- A proposal was prepared for updating the Department of Education Strategic Plan (1999-2004).
- An operational planning template was prepared for use during budget and human resource planning.
- Facilitation support was provided to various corporate initiatives such as the United Way Campaign and the Premier's Action Committee on Family Violence Prevention.
- In conjunction with Human Resources, information was presented on the *Learning Through Feedback Framework* to all government human resource managers and upon request from other government departments.

# Human Resources

## Mandate

The Human Resources Section* provides services to the department in the administration of staffing, classification, personnel, payroll, collective agreements and professional development.

## Main Areas of Responsibility

The section is responsible for: development and training, performance development, human resource policy and planning, as well as chairing the Workplace Wellness and Professional Development Day Committees and the Employee Development Fund Committee.

## Major Achievements

- Department staff attended *It All Starts with You!*, the departmental Professional Development Day. The overall rating for the day was 8.9 out of 10.
- *Learning Through Feedback*, the new performance feedback tool, was implemented across the department. All staff received training on the feedback tools and on giving and receiving feedback. Departmental managers received additional training on supporting and developing employees and managing performance.
- A high rate of staff, 87.3 per cent, responded to the department's Employee Opinion Survey. This was a slight decrease from the previous year.
- Four groups of employees, and 41 individuals received approval for development and training opportunities under the Employee Development Fund.

### Goals of Human Resources

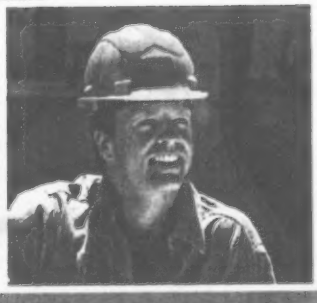
- Improve the quality of services to internal and external clients
- Increase the level of satisfaction with a positive work environment
- Improve the quality of human resource planning

## Activities

- Thirteen exit interviews were conducted.
- Twenty administrative support workers attended an interdepartmental professional development activity funded through the UPSE Training and Development Fund.
- The Workplace Wellness Committee continued to provide fitness challenges and wellness sessions over the course of the year. The committee also organized departmental activities as part of National Healthy Workplace Week.

* Human Resources and expenditure for this section are embedded in the profile of the Finance and School Board Operations Division

# Statistical Summary



# Expenditures

**Expenditure per Child in Kindergarten, PEI, by year**

| School Year | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 |
|---|---|---|---|---|
| Expenditure per child | $2,051 | $2,051 | $2,121 | $2,193 |

**Expenditure per Child in Grades 1 to 12, PEI, by year**

| School Year | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 |
|---|---|---|---|---|
| Expenditure per child | $6,738 | $7,125 | $7,607 | not available at time of printing |

**Expenditure on Post-Secondary Education, PEI, by year**

| School year | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 |
|---|---|---|---|---|
| Total Expenditure | $56,147,751 | $57,82[illegible],952 | $59,600,518 | $59,550,034 |

# Student Financial Services, 2005-2006

| **Canada/PEI Programs:** | | |
|---|---|---|
| | ***Students Assisted*** | ***$ Amount Issued*** |
| Canada Student Loan Full-time | 3,372 | $21,506,248 |
| PEI Student Loan Full-time | 1,890 | 6,624,854 |
| Canada Student Loan Part-time | 77 | 130,884 |
| ***Canada Study Grants:*** | | |
| Permanent Disabilities | 66 | 232,685 |
| High-Need Disability | 5 | 7,081 |
| Female Doctoral Students | 3 | 9,000 |
| High-Need Part-Time | 99 | 99,900 |
| Students With Dependents | 140 | 202,569 |
| Canada Access Grant | | |
| • Students from Low-Income Families | 246 | 537,279 |
| • Students with Permanent Disabilities | 84 | 163,494 |
| ***PEI Student Debt Management Programs:*** | | |
| PEI Debt Reduction Grant | 436 | 1,571,549 |
| Island Student Awards | 1,185 | 716,400 |
| Canada Millennium Bursary | 353 | 1,232,620 |
| Community Service Bursary | 392 | 156,931 |
| ***Total Funds Disbursed to Students*** | | **$33,191,464** |

| ***Breakdown of Assistance:*** | | | | | | |
|---|---|---|---|---|---|---|
| | **Number Assisted** | **CSL Total** | **Number Assisted** | **PSL Total** | **Number Assisted** | **CSG Total** |
| University of PEI | 1,261 | $7,729,254 | 597 | $1,738,357 | 58 | $79,281 |
| Holland College | 435 | 2,602,102 | 162 | 459,635 | 12 | 16,100 |
| Other: PEI | 326 | 1,962,380 | 179 | 722,425 | 47 | 69,029 |
| **Total PEI** | **2,022** | **$12,293,736** | **938** | **$2,920,417** | **117** | **$164,410** |
| | | | | | | |
| Out-of-Province | 1,350 | 9,212,512 | 952 | 3,704,437 | 23 | 38,159 |
| **Total** | **3,372** | **$21,506,248** | **1,890** | **$6,624,854** | **140** | **$202,569** |

# Enrolment in PEI Education System

## *Kindergarten Enrolment*

In 2005-2006, 1,409 children, or approximately 97 per cent of five-year-olds, participated in our community-based, publicly funded kindergarten program. Children were exposed to experiences in literacy in a variety of ways, e.g., books, plays, storytelling, games and play.

## *Grade 1-12 Enrolment*

**Official Provincial Total Enrolments**
**as of September 2005**

| District/ Board | Grades | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Eastern School District | 882 | 906 | 1,024 | 1,057 | 1,130 | 1,118 | 1,249 | 1,266 | 1,271 | 1,417 | 1,376 | 1,290 | 13,986 |
| Western School Board | 494 | 491 | 539 | 583 | 597 | 550 | 626 | 635 | 666 | 723 | 704 | 657 | 7,265 |
| French School Board | 82 | 59 | 74 | 68 | 78 | 58 | 37 | 47 | 50 | 46 | 43 | 55 | 697 |
| Private School | 19 | 22 | 17 | 18 | 13 | 20 | 15 | 18 | 19 | 11 | 10 | 8 | 190 |
| Total | 1,477 | 1,478 | 1,654 | 1,726 | 1,818 | 1,746 | 1,927 | 1,966 | 2,006 | 2,197 | 2,133 | 2,010 | 22,138 |

Eastern School District

## Eastern School District
## Official Enrolment by School and Grade
## as of September 2005

| School Code | School Name | Grades | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 310 | Charlottetown Rural High School | | | | | | | | | | 378 | 350 | 328 | 1056 |
| 311 | Colonel Gray Senior High | | | | | | | | | | 330 | 360 | 273 | 963 |
| 314 | Bluefield High | | | | | | | | | | 329 | 276 | 239 | 844 |
| 320 | Birchwood Junior High | | | | | | | 146 | 145 | 137 | | | | 428 |
| 321 | Queen Charlotte Jr.High | | | | | | | 179 | 182 | 205 | | | | 566 |
| 323 | Stonepark Junior High | | | | | | | 276 | 301 | 278 | | | | 855 |
| 324 | East Wiltshire Junior High | | | | | | | 198 | 188 | 196 | | | | 582 |
| 340 | Glen Stewart Elementary | 101 | 93 | 114 | 102 | 119 | 95 | | | | | | | 624 |
| 341 | Central Queens Elementary | 35 | 30 | 35 | 32 | 45 | 37 | | | | | | | 214 |
| 342 | Eliot River Elementary | | | | 139 | 136 | 136 | | | | | | | 411 |
| 343 | L. M. Montgomery Elem. | 38 | 39 | 41 | 45 | 63 | 57 | | | | | | | 283 |
| 344 | Donagh Regional | 23 | 16 | 16 | 19 | 23 | 22 | 12 | 6 | 12 | | | | 149 |
| 345 | Englewood School | 21 | 18 | 23 | 22 | 32 | 22 | 29 | 29 | 32 | | | | 228 |
| 346 | Parkdale Elementary | 22 | 15 | 19 | 23 | 21 | 18 | | | | | | | 118 |
| 347 | Prince Street Elementary | 22 | 42 | 47 | 44 | 49 | 54 | | | | | | | 258 |
| 348 | Gulf Shore Consolidated | 24 | 17 | 28 | 34 | 24 | 28 | 41 | 46 | 35 | | | | 277 |
| 349 | Sherwood Elementary | 72 | 87 | 88 | 89 | 93 | 95 | | | | | | | 524 |
| 350 | Westwood Primary | 128 | 149 | 132 | | | | | | | | | | 409 |
| 351 | Spring Park Elementary | 58 | 48 | 74 | 65 | 75 | 65 | | | | | | | 385 |
| 354 | St. Jean Elementary | 15 | 19 | 31 | 29 | 29 | 32 | | | | | | | 155 |
| 355 | West Kent Elementary | 26 | 19 | 24 | 31 | 17 | 24 | | | | | | | 141 |
| 356 | West Royalty Elementary | 48 | 62 | 78 | 53 | 78 | 81 | | | | | | | 400 |
| 357 | Grand Tracadie Elementary | 8 | 3 | 5 | 6 | 9 | 8 | | | | | | | 39 |
| 410 | Montague Regional High | | | | | | | | | | 239 | 216 | 270 | 725 |
| 411 | Morell Regional High | | | | | | | | | 83 | 65 | 100 | 98 | 346 |
| 412 | Souris Regional High | | | | | | | | | 66 | 76 | 74 | 82 | 298 |
| 420 | Montague Intermediate | | | | | | | 79 | 76 | 170 | | | | 325 |

| School Code | School Name | Grades | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 440 | Belfast Consolidated | 13 | 18 | 16 | 21 | 23 | 28 | 30 | 32 | 33 | | | | 214 |
| 441 | Cardigan Consolidated | 12 | 14 | 18 | 21 | 13 | 28 | 26 | 21 | | | | | 153 |
| 442 | Dundas Consolidated | 10 | 8 | 11 | 9 | 12 | 9 | 11 | 6 | | | | | 76 |
| 443 | Eastern Kings Consolidated | 6 | 11 | 4 | 17 | 4 | 13 | 7 | 10 | | | | | 72 |
| 444 | Fortune Consolidated | 14 | 19 | 13 | 23 | | | | | | | | | 69 |
| 445 | Georgetown Consolidated | 14 | 11 | 10 | 12 | 6 | 11 | 13 | 7 | | | | | 84 |
| 446 | Montague Consolidated | 60 | 55 | 75 | 66 | 75 | 70 | | | | | | | 401 |
| 447 | Morell Consolidated | 15 | 13 | 21 | 25 | 26 | 25 | 36 | 22 | | | | | 183 |
| 448 | Mt. Stewart Consolidated | 3 | 6 | 12 | 5 | 11 | 12 | 12 | 9 | | | | | 70 |
| 449 | Rollo Bay Consolidated | | | | | 25 | 26 | 28 | 33 | | | | | 112 |
| 450 | Souris Consolidated | 30 | 22 | 15 | 27 | 29 | 27 | 21 | 40 | | | | | 211 |
| 451 | Southern Kings Consolidated | 30 | 31 | 36 | 40 | 39 | 37 | 49 | 32 | | | | | 294 |
| 452 | St. Peter's Consolidated | 10 | 8 | 9 | 10 | 9 | 15 | 10 | 15 | | | | | 86 |
| 453 | St. Teresa's Consolidated | 4 | 5 | 8 | 10 | 3 | 10 | 6 | 10 | | | | | 56 |
| 454 | Tracadie Cross Consolidated | 6 | 10 | 7 | 14 | 19 | 10 | 15 | 19 | | | | | 100 |
| 455 | Vernon River Consolidated | 14 | 18 | 14 | 24 | 23 | 23 | 25 | 37 | 24 | | | | 202 |
| | Total | 882 | 906 | 1,024 | 1,057 | 1,130 | 1,118 | 1,249 | 1,266 | 1,271 | 1,417 | 1,376 | 1,290 | 13,986 |

WESTERN SCHOOL BOARD
of Prince Edward Island

## Western School Board
## Official Enrolment by School and Grade
## as of September 2005

| School Code | School Name | Grades | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 113 | Westisle Composite High | | | | | | | | | | 259 | 238 | 272 | 769 |
| 122 | Hernewood Junior High | | | | | | | 121 | 103 | 132 | | | | 356 |
| 123 | M.E. Callaghan Junior High | | | | | | | 105 | 121 | 105 | | | | 331 |
| 130 | Tignish Elementary | 27 | 33 | 42 | 34 | 43 | 35 | | | | | | | 214 |
| 131 | Alberton Elementary | 41 | 30 | 40 | 37 | 41 | 30 | | | | | | | 219 |
| 132 | Bloomfield Elementary | 20 | 23 | 28 | 42 | 29 | 37 | | | | | | | 179 |
| 133 | O'Leary Elementary | 27 | 34 | 37 | 32 | 37 | 28 | | | | | | | 195 |
| 134 | Ellerslie Elementary | 24 | 36 | 19 | 24 | 34 | 36 | | | | | | | 173 |
| 135 | St. Louis Elementary | 17 | 23 | 25 | 20 | 25 | 26 | | | | | | | 136 |
| 211 | Kensington Intermediate/Sr. High | | | | | | | 89 | 68 | 73 | 98 | 79 | 67 | 474 |
| 212 | Kinkora Regional High | | | | | | | | | 52 | 54 | 46 | 41 | 193 |
| 215 | Three Oaks Senior High | | | | | | | | | | 309 | 341 | 277 | 927 |
| 220 | Summerside Intermediate | | | | | | | 186 | 206 | 211 | | | | 603 |
| 221 | Athena Consolidated | 36 | 25 | 33 | 41 | 55 | 43 | 44 | 57 | 52 | | | | 386 |
| 222 | Miscouche Consolidated | 28 | 22 | 28 | 37 | 24 | 30 | 30 | 26 | 31 | | | | 256 |
| 231 | Amherst Cove Consolidated | 17 | 17 | 18 | 24 | 27 | 21 | 26 | 22 | | | | | 172 |
| 232 | Elm Street Elementary | 73 | 55 | 60 | 106 | 103 | 95 | | | | | | | 492 |
| 233 | Queen Elizabeth Elementary | 56 | 52 | 68 | 70 | 73 | 55 | | | | | | | 374 |
| 234 | Somerset Elementary | 21 | 17 | 14 | 31 | 23 | 32 | 21 | 28 | | | | | 187 |
| 236 | Parkside Elementary | 20 | 41 | 36 | 44 | 35 | 31 | | | | | | | 207 |
| 237 | Greenfield Elementary | 87 | 83 | 91 | 41 | 48 | 51 | | | | | | | 401 |
| 270 | Alternative Education Class | | | | | | | 4 | 4 | 10 | 3 | | | 21 |
| | Total | 494 | 491 | 539 | 583 | 597 | 550 | 626 | 635 | 666 | 723 | 704 | 657 | 7,265 |

CSLF

## Commission scolaire de langue française
## Official Enrolment by School and Grade
## as of September 2005

| School Code | School Name | Grades | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 510 | École Évangéine | 22 | 12 | 26 | 20 | 27 | 27 | 11 | 24 | 29 | 25 | 33 | 35 | 291 |
| 511 | École François-Buote | 18 | 18 | 19 | 24 | 26 | 13 | 18 | 16 | 12 | 16 | 10 | 20 | 210 |
| 512 | École St-Augustin | 12 | 9 | 9 | 3 | 4 | 5 | | | | | | | 42 |
| 513 | École-sur-Mer | 18 | 10 | 7 | 11 | 8 | 2 | | | | | | | 56 |
| 514 | Centre scolaire cummunautaire française de Prince-Ouest | 8 | 6 | 6 | 8 | 6 | 9 | 3 | 5 | 4 | 5 | | | 60 |
| 515 | École la Belle Cloche | 4 | 4 | 7 | 2 | 7 | 2 | 5 | 2 | 5 | | | | 38 |
| | Total | 82 | 59 | 74 | 68 | 78 | 58 | 37 | 47 | 50 | 46 | 43 | 55 | 697 |

## Private Schools
## Official Enrolment by School and Grade
## as of September 2005

| School Code | School Name | Grades | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 940 | Immanuel Christian School | 8 | 9 | 6 | 3 | 5 | 6 | 7 | 2 | 3 | | | | 49 |
| 941 | Full Circle Co-operative School | | | 1 | | | 1 | | 2 | 6 | | 2 | | 12 |
| 965 | Fair Isle Adventist School | | 1 | | 1 | | 1 | 1 | 1 | 3 | | | | 8 |
| 970 | Grace Christian | 11 | 12 | 10 | 14 | 8 | 12 | 7 | 13 | 7 | 11 | 8 | 8 | 121 |
| | Total | 19 | 22 | 17 | 18 | 13 | 20 | 15 | 18 | 19 | 11 | 10 | 8 | 190 |

## *Post-Secondary Enrolment*

Education trends for post-secondary students in PEI are shown in the charts below. In 2005-2006, enrolments at the University of Prince Edward Island, Atlantic Veterinary College and La Société éducative de l'Î.-P.-É., decreased from the previous year. Holland College, the Institute of Adult and Continuing Education and Université Sainte-Anne, experienced increases in their enrolments.

**University of Prince Edward Island**
**Enrolments, 1998-1993 to 2005-2006**

| School Year | Full-time | Part-time | Veterinary |
|---|---|---|---|
| 1998/99 | 2,175 | 480 | 222 |
| 1999/00 | 2,322 | 498 | 232 |
| 2000/01 | 2,462 | 602 | 239 |
| 2001/02 | 2,513 | 566 | 231 |
| 2002/03 | 3,030 | 569 | 232 |
| 2003/04 | 3,013 | 589 | 291 |
| 2004/05 | 3,215 | 594 | 240 |
| 2005/06 | 3,146 | 524 | 237 |

**Holland College Enrolments, 1998-1999 to 2005-2006**

| School Year | Post-Secondary | | Continuing Education | Institute of Adult and Community Education (IACE) | |
|---|---|---|---|---|---|
| | Full-time | Part-time | | Full-time | Part-time |
| 1998/99 | 2,567 | 6,679 | | 459 | 1,474 |
| 1999/00 | 2,529 | 6,211 | | 592 | 1,546 |
| 2000/01 | 2,379 | 6,707 | | 640 | 1,462 |
| 2001/02 | 2,347 | 8,986 | | 521 | 1,971 |
| 2002/03 | 2,366 | 7,422 | | 374 | 1,670 |
| 2003/04 | 2,492 | 7,554 | | 355 | 1,382 |
| 2004/05 | 1,900 | 176 | 3,000 | 563 | 361 |
| *2005/06 | 1,946 | 172 | 3,425 | 374 | 559 |

* Changes were made to the enrolment calculation criteria starting with the 2004-2005 academic year.

**La Société éducative de l'Î.-P.-É.**
**Enrolments, 1998-1999 to 2005-2006**

| School Year | Full-time and Part-time | Université Sainte-Anne |
|---|---|---|
| 1998/99 | 487 | 22 |
| 1999/00 | 816 | 17 |
| 2000/01 | 836 | 21 |
| 2001/02 | 254 | 23 |
| 2002/03 | 171 | 17 |
| 2003/04 | 225 | 17 |
| 2004/05 | 164 | 20 |
| 2005/06 | 98 | 21 |

## *Adult Education and Training Enrolments*

- In-school technical training was attended by 301 apprentices.
- The total number of apprentices registered in a variety of trades was 160, bringing the number of active apprentices to approximately 612.
- Workplace Education PEI offered Prior Learning Assessment and Recognition courses, workshops and consultations which were attended by 338 Islanders.

# Educational Attainment

## *High School Graduation Rates*

**Provincial Grade 12 Graduation Rates, PEI, 2001-2002 to 2004-2005**

| School Year | Number of Grade 12 Students Enrolled as of September of the School Year | Number of Grade 12 Students Graduated in June of the School Year | Graduation Rate |
|---|---|---|---|
| 2001-2002 | 2117 | 1678 | 79.2% |
| 2002-2003 | 2142 | 1760 | 82.2% |
| 2003-2004 | 2122 | 1793 | 82.0% |
| 2004-2005 | 1993 | 1695 | 85.0% |

## *Learning Opportunities*

**Percentage of students taking courses in French**

- One hundred per cent of students studying French First Language have taken their courses in French.
- Within the public school system, 100 per cent of students in grades 4 through 9 took core French. Overall, a total of 42.4 per cent of students, across all grades, took core French.
- Over 18 per cent (18.5%) of students were enrolled in French immersion. Last year, 64.4 per cent of all students were enrolled in a French language program in the PEI school system.

**Number of learning opportunities provided for students using information technology in grades 1 to 12**

- In total, 1,894 high school students participated in Computer and Information Technology (CIT) related courses throughout Island high schools. Information for other grades is not available as the use of information technology is integrated within subject areas.

**Student/computer ratio**

- The ratio of students to computers in schools was 4:1.

## *High School Drop-out Rates*

**Provincial High School Drop-out Rate*, Canada and PEI,
1990-1991 to 1992-1993 and 2002-2003 to 2004-2005 School Year Averages**

| | Three-year average 1990-1991 to 1992-1993 | | Three-year average 2002-2003 to 2004-2005 | |
|---|---|---|---|---|
| | Number | Drop-out rate | Number | Drop-out rate |
| Canada | 316,000 | 15.7% | 216,200 | 10.1% |
| PEI | 1,800 | 19.1% | 900 | 9.7% |

Source: Statistics Canada, Labour Force Survey.

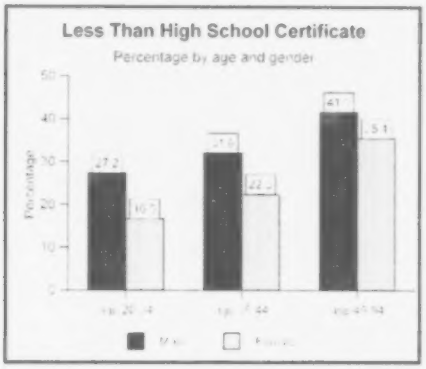
*Defined as 20 to 24-year-olds without a high school diploma and not in school.

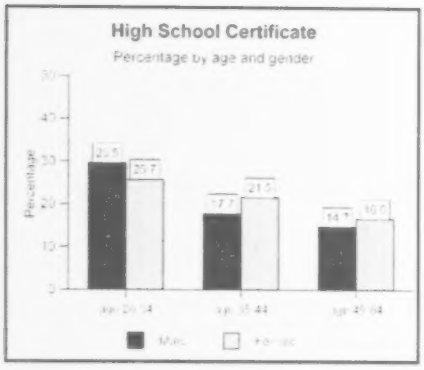
- Over the 12-year period monitored, the PEI drop-out rate dropped 9.3 per cent which marks the second greatest decline of all of the provinces. The decline in the drop-out rate for Canada was 5.6 per cent.

## *Attainment in Adult Education and Training*

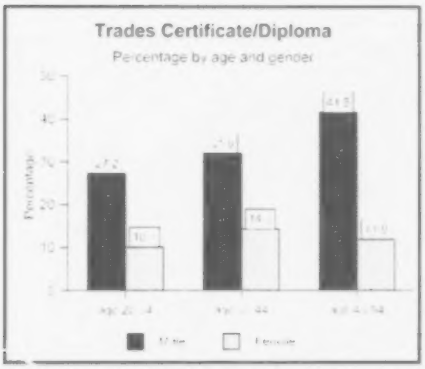
- Certificates of Trade Qualification was received by 161 PEI tradespeople.
- A record 75 apprentices graduated and received their Certificate of Qualification in May 2005.
- General Educational Development (GED) Grade 12 equivalency tests were written by 354 individuals, of whom 224 passed all five tests. There were 20 adult learners who received the PEI High School Graduation Certificate for Mature Students.
- In total, 513 persons graduated from full-time vocational programs at registered private training schools during the reporting year.

## *Highest Level of Education Attainment*

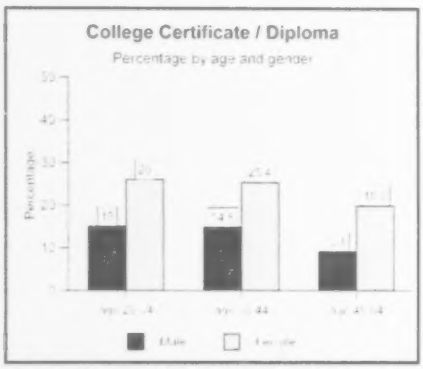


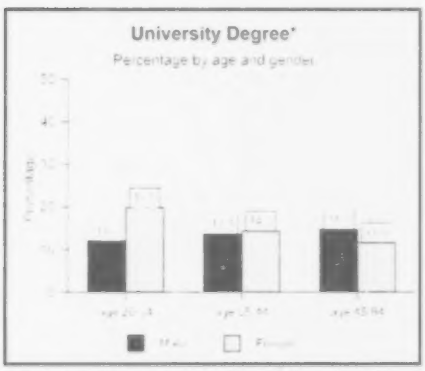

A greater rate of males than females, across all age groups, do not complete high school.




A greater rate of males than females, across all age groups, have obtained a trades certificate/diploma.




A greater rate of females than males, across all age groups, have obtained a college certificate or diploma.




An increasingly greater rate of females than males, have obtained a university degree.

*includes Bachelor's, Masters, Medical and Doctorate Degree

Source: Statistics Canada, Census 2000/01

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